DOCUMENT RESUME

ED 356 120 RC 019 067

TITLE	Indian Education: Whose Responsibility? 18th Annual Report to the U.S. Congress, Fiscal Year 1991.
INSTITUTION	National Advisory Council on Indian Education, Washington, D.C.
REPORT NO	ED/OESE-92-33
PUB DATE	Mar 92
NOTE	217p.; For previous report, see ED 347 008.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Advisory Committees; Alaska Natives; *American Indian Education; American Indians; Elementary Secondary Education; *Enrollment; *Federal Aid; Federal Indian Relationship; *Federal Programs; *Fellowships; Financial Support; Higher Education; School Demography; Tables (Data); Tribally Controlled Education
IDENTIFIERS	Bureau of Indian Affairs; *National Advisory Council on Indian Education; *Office of Indian Education

ABSTRACT

This report outlines the activities of the National Advisory Council on Indian Education (NACIE) for fiscal year 1991, and presents statistics and information on federally funded Indian schools and educational programs. Part 1 describes NACIE's functions and outlines 12 recommendations to Congress concerning educational policies, funding, and legislation affecting American Indians and Alaska Natives. Part 2 describes the Office of Indian Education's (OIE) program of formula grants to public schools, tribally controlled schools, and Bureau of Indian Affairs (BIA) schools; OIE funding of educational services for Indian children, demonstration projects, adult education, and technical assistance centers; and information on the 120 fellowship recipients in the Indian Fellowship Program. Part 3 details the funding of BIA programs and compares federal agency budgets for Indian education by program and fiscal year. Part 4 contains statistical data on: Indian student counts (grades K-12) and federal expenditures by state; public school enrollments and graduates by region and ethnic group; and higher education enrollments by race/ethnicity and sex. Part 5 describes recent Indian education initiatives: the Indian Nations At Risk Task Force, the White House Conference on Indian Education, and BIA consultation hearings. Appendices present profiles of 34 federal educational programs benefitting American Indians and Alaska Natives, abstracts of 6 OIE demonstration projects, and 1991 Federal Register notices about NACIE. This report contains 35 data tables. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356120

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC019067

BEST COPY AVAILABLE

COVER ART: "Four Faces of the Season" by Mr. Norman Lansing

Norman Lansing is an enrolled member of the Ute Mountain Ute tribe and currently resides in Durango, Colorado. He was born on the Ute Mountain Reservation in southwestern Colorado into a creative family and has always been an artist.

He has won numerous art awards throughout Colorado and was commissioned to design the stained glass window of the Chief Jack House at the State Capitol Building in Denver for the Centennial-Bicentennial of 1976.

Devoting his life to art, Mr. Lansing explores various two and three dimensional media including pen and ink drawing, acrylic painting, murals and finely etched stoneware.

INDIAN EDUCATION: WHOSE RESPONSIBILITY?

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
18TH ANNUAL REPORT TO CONGRESS
Fiscal Year 1991
Eddie L. Tullis, Chairman

National Advisory Council on Indian Education
330 C Street SW., Room 4072
Switzer Building
Washington, DC 20202-7556
(202) 205-8353

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

330 "C" Street SW., Room 4072
Switzer Building
Washington, DC 20202-7556
(202) 732-1353

March 31, 1992

To the Congress of the United States

Indian Education: Whose Responsibility? According to the Constitution of the United States, the Congress has the responsibility for regulating commerce with Indian tribes. The genesis of this responsibility was before the formation of the United States government and has been reinforced by treaties, court decisions, and Congressional Acts. This is the basis for the government-to-government relationship between the Federal government and Indian tribal governments, and is the foundation for the Federal trust responsibility for Indian education.

Indians and Alaska Natives are citizens of the states in which they reside and are entitled to the same benefits and services which states provide to all their citizens. Every state provides an education for their citizens, and in one sense, states are responsible for Indian education. State and Federal responsibilities are not mutually exclusive however. Indian tribes have a legal responsibility for educating their members. American Indian and Alaska Native parents and families are inherently responsible for the education of their children. Indian children and adults have a responsibility for obtaining the best education possible for themselves and for future generations.

In Fiscal Year 1991, the amount of Federal Funds appropriated for Indian education and related programs, for the first time in history, exceeded one billion dollars. These funds exemplified the Federal government's responsibility for Indian education. Approximately 25 percent of these funds were used to subsidize states in fulfilling their responsibility for educating their Indian citizens. The Bureau of Indian Affairs was responsible for administering more than one half of the funds appropriated for Indian education. Primary responsibility for administering the remaining 25 percent was divided among the Department of Education, the Department of Health and Human Services, and the Department of Labor.

Indian tribes have been restrained in exercising responsibility by vacillating Federal policies and adverse court decisions which have continued to erode their sovereignty. As an example, in the case of taxation, Indian tribes must share this authority with the states. Not only does this retard economic progress, and the subsequent creation of a tribal tax base; but it also limits a tribes ability to exercise financial responsibility for supporting its own education programs. Much like states, Indian tribes and communities are dependent on federal dollars to operate programs to educate their members. Indian parents with limited education, who reside in depressed economic areas as are found on many Indian reservations, at times fall into a cycle of perpetual dependency and poverty. Such situations often lead to poor self-esteem, and resulting socio-economic problems which can affect the education of their children.

The challenge we face is to instill and reinforce the attitude of responsibility in everyone. ***We are ultimately all responsible for Indian education!***

Sincerely,

Eddie L Tullis

Eddie L. Tullis,
Chairman

INDIAN EDUCATION: WHOSE RESPONSIBILITY?
NACIE 18TH ANNUAL REPORT TO CONGRESS

CONTENTS **PAGE**

- Letter of Transmittal i
- Fiscal Year 1991 Council Members ii

PART 1 - NACIE ACTIVITIES

- NACIE Philosophy Statement 1
- Foreword 2
- Authority and functions 3
- Meetings 7
- Fiscal Year 1991 Recommendations to Congress 9

PART 2 - OFFICE OF INDIAN EDUCATION REVIEW, FY 1991

- Office of Indian Education Formula Grant Program 16
- Bureau of Indian Affairs Formula Projects 23
- Office of Indian Education Discretionary Programs 30
- Subpart 1 - Indian Controlled Schools 32
- Subpart 2 - Educational Services for Indian Children 34
- Subpart 2 - Educational Personnel Development Programs 36
- Subpart 2 - Planning, Pilot and Demonstration Programs 39
- Subpart 3 - Educational Services for Indian Adults 41
- Indian Gifted and Talented Pilot Project 44
- Indian Education Technical Assistance Centers 44
- Subpart 2 - Indian Fellowship Program 47
- Indian Fellowship Study 55

PART 3 - INDIAN EDUCATION: A BILLION DOLLAR FEDERAL EFFORT

- Bureau of Indian Affairs Education Programs 71
- Funding for Bureau Education Programs 72
- Department of Education Funded BIA Programs 74
- Department of Education, Office of Indian Education 76

PART 4 - AMERICAN INDIAN/ALASKA NATIVE STATISTICAL UPDATE

- American Indians/Alaska Natives in Elementary/Secondary Education . . 88
- 1990 Census and American Indian/Alaska Natives 90
- Population Growth and Education Spending 91
- High School Graduation Trends for American Indians/Alaska Natives . . 98
- High School Completion Rates 103
- American Indians/Alaska Natives in Postsecondary Education 104

PART 5 - INDIAN EDUCATION INITIATIVES YEAR IN REVIEW

- Indian Nations At Risk Study 109
- White House Conference on Indian Education 112
- Bureau of Indian Affairs Consultation Hearings 115

APPENDICES

Appendix A Programs Benefiting American Indians/Alaska Natives 119
Appendix B Office of Indian Education FY 1991 Showcase Projects 139
Appendix C Federal Register Notices for FY 1991 Council Meetings 143

List of Tables **Page**

Table 1	Indian Education Act, Subpart 1 Program, LEA Student Count by State, FY 1986-91	19
Table 2	Indian Education Act, Subpart 1 Program, LEAs by State, FY 1986-91	21
Table 3	FY 1991 Subpart 1 Formula Grantees, BIA-Operated Schools	23
Table 3A	FY 1991 Subpart 1 Formula Grantees, BIA-Operated Schools, cont.	24
Table 3B	FY 1991 Subpart 1 Formula Grantees, BIA-Operated Schools, cont.	25
Table 3C	FY 1991 Subpart 1 BIA-Operated Schools, Per Pupil Expenditures by State.	25
Table 4	FY 1991 Subpart 1 Formula Grantees, Indian-Operated Schools	26
Table 4A	FY 1991 Subpart 1 Formula Grantees, Indian-Operated Schools, cont.	27
Table 4B	FY 1991 Subpart 1 Formula Grantees, Indian-Operated Schools, cont.	28
Table 4C	FY 1991 Subpart 1 Indian-Operated Schools, Per Pupil Expenditures by State	29
Table 5	Subpart 1 Indian Controlled Schools - Continuation Projects, FY 1991	30
Table 5A	Subpart 1 Indian Controlled Schools - New Projects, FY 1991	32
Table 6	Subpart 2 Educational Services for Indian Children - Cont. Projects, FY 1991	34
Table 6A	Subpart 2 Educational Services for Indian Children - New Projects, FY 1991	35
Table 6B	Subpart 2 Educational Services for Indian Children - New and Cont. Awards, FY 1991	36
Table 7	Subpart 2 Educational Personnel Development, Sect. 5321(d) Grantees, Fy 1991	37
Table 7A	Subpart 2 Educational Personnel Development, Sect. 5321 Grantees, FY 1991	38
Table 7B	Subpart 2 Educational Personnel Development Grantee Summary, FY 1991	38
Table 8	Subpart 2 Pilot Programs - Cont. Projects, FY 1991	39
Table 9	Subpart 2 Demonstration Programs - Cont. Projects, FY 1991	39
Table 10	Subpart 2 Planning Programs - New Projects, FY 1991	40
Table 11	Subpart 2 Pilot Programs - New Projects, FY 1991	40
Table 12	Subpart 2 Demonstration Programs - New Projects, FY 1991	41
Table 13	Subpart 3 Educational Services for Indian Adults - Cont. Projects, FY 1991	41
Table 13A	Subpart 3 Educational Services for Indian Adults - New Projects, FY 1991	42
Table 13B	Subpart 3 Educational Services for Indian Adults - Grantee Summary, FY 1991	43

Table 14 Subpart 2 Indian Fellowship Program - Recipients, FY 1991 47
Table 15 Number of Indian Fellowship Recipients and Tribal Affiliation, FY 1985-89 57
Table 16 Institutions Attended by Indian Fellowship Recipients, FY 1985-89 61
Table 17 Frequencies of Occurrence of Descriptors of IEF Recipients 63
Table 18 Frequencies of Occurrence of Descriptors of IEF Recipients 65
Table 19 Frequencies of Occurrence of Descriptors of Institutions Attended by IEF Recipients 67
Table 20 Frequencies of Occurrence of Institutions Attended by Recipients 69
Table 21 Distribution of BIA Students, FY 1991 72
Table 22 Summary of Fiscal Year 1991 BIA School System Funding 73
Table 23 Bureau of Indian Affairs Funding Levels by Category, FY 1989-91 75
Table 24 Office of Indian Education Funding Levels by Subpart, FY 1989-91 78
Table 25 Indian Education Budget Comparison of Federal Agencies by Program, Fiscal Years 1986-91 79
Table 26 Distribution of American Indian/Alaska Native Students in K-12 Education Programs, 1980-91 89
Table 27 1980 and 1990 Census Data Comparison by Age Range 90
Table 28 1990 Census and Federal Indian Education Efforts Comparison of 5-18 Year Olds 92
Table 29 1990 Census and Federal Indian Education Spending, Funds Generated/Student Count 94
Table 30 American Indian/Alaska Native Elementary/Secondary Enrollment by Region 99
Table 31 Public High School Graduates by Region, 1985-86 to 1993-94 100
Table 32 Public High School Graduates by Region & Ethnic Group, 1985-86 to 1993-94 101
Table 33 Public School Enrollment and Office of Indian Education Student Comparison 103
Table 34 Undergraduate, Graduate, and Professional School Enrollment in Higher Education, 1980-90 105
Table 35 Total Enrollment Trends in Higher Education by Control of Institution by Race/Ethnicity 107

FIGURES

Figure 1 Indian Education Act, Subpart 1 - Grantee/Student Participation, FY 1991 81
Figure 2 Indian Education Act, Subpart 1 Appropriations, Fiscal Years 1973 to 1991 82
Figure 3 Indian Education Act, Subpart 2 Appropriations, Fiscal Years 1973 to 1991 83
Figure 4 Indian Education Act, Subpart 3 Appropriations, Fiscal Years 1973 to 1991 84
Figure 5 Indian Education Act, Subpart 4 Appropriations, Fiscal Years 1973 to 1991 85
Figure 6 Indian Education Act, Appropriations 1973 to 1991 86
Figure 7 Indian Education Act, Comparison of Constant and Actual 1991 Dollars 87

PRESIDENTIAL APPOINTEES IN FISCAL YEAR 1991

As provided in 5 U.S.C. 1233(b), these members continue to serve until the President appoints their successors.

Chairperson:
Eddie L. Tullis (Creek)
Tribal Chairman
Poarch Band of Creeks
Star Route A, Box 105-A
Atmore, AL 36502

Ronald P. Andrade (Luiseno-Diegueno)
U.S. Department of Energy
Office of Minority Economic Impact
1000 Independence Ave. SW., RM 5B110
Washington, DC 20585

Andrea L. Barlow (Shoshone-Bannock)
13656 Laughran Road
Pocatello, ID 83202

Robert K. Chiago (Navajo)*
Director, Department of Education
Salt River Pima-Maricopa
Indian Community
Rt.1, Box 216
Scottsdale, AZ 85256

Marie C. Cox (Comanche)
3201 Shaybrook Drive
Midwest City, OK 73110

Gloria A. Duus (Navajo)
U.S. Department of Labor
Women's Bureau, OPTA/DPTA
Room S-3317
200 Constitution Ave., NW
Washington, DC 20210

Joan K. Harte (Menominee)
Illinois State Board of Educ.
100 West Randolph Street, 14-300
Chicago, IL 60601

James A. Hunt (Lumbee)
Assistant County Supervisor
Farmers Home Administration
400 East 2nd Street
Lumberton, NC 28358

Omar J. Lane (Creek)
1410 Sandpiper Circle #7
Salt Lake City, UT 84117

W.L. "Buck" Martin (Stockbridge-Munsee)
Policy and Intergovernmental Relations
Advisor-Governor's Office
State Capitol, Room 115 East
Madison, WI 53702

Dr. Margaret F. Nelson, (Cherokee)
508 E. Seneca
Tahlequah, OK 74464

Dr. Helen M. Scheirbeck (Lumbee)
NC Indian Cultural Center
P.O. Box 2410
Pembroke, NC 28372

Darius K. St. Paul (Colville)
908 "N" Street
Lewiston, ID 83501

Jim Shore (Seminole)
General Counsel
Seminole Tribe of Florida
6073 Stirling Road
Hollywood, FL 33024

FY 1991 STAFF:
Jo Jo Hunt (Lumbee), Executive Director until 3/91
John W. Cheek (Creek) Acting Director 3/91 to 12/91
Barbara L. Creel (Jemez) Legislative Policy Analyst
Mary Evelyn Mahsetky (Cherokee/Kickapoo), Staff Assistant

CURRENT STAFF:
Robert K. Chiago (Navajo), Executive Director*
John W. Cheek (Creek), Special Assistant
Raymond C. Field (Pawnee), Legislative Policy Analyst
Mary Evelyn Mahsetky (Cherokee/Kickapoo), Staff Assistant

BEST COPY AVAILABLE

PHILOSOPHY STATEMENT

The National Advisory Council on Indian Education (NACIE) believes that education is the means by which culture and tradition are passed from one generation to the next. Education is also the means by which progress is achieved, where each succeeding generation will be able to improve its standard of living, and where societies may live in harmony with each other and with nature. We believe that, as American Indians and Alaska Natives, we are ultimately responsible for the education of our people. We are also responsible for preserving and protecting our many and varied cultures. As a Council, we have the responsibility for ensuring that Indian people of all ages have access to the best educational possibilities to insure our future well being in a global society.

In the past American Indian tribes and Alaska Natives fulfilled our responsibility to provide an education for our people. We successfully transmitted our cultures, traditions, and skills from one generation to the next. We were independent. But, because we are now a small segment in our own country, many changes have necessarily come about in our ways of life. Subsequently, there have been many barriers to maintaining our values while at the same time learning to exist among foreign cultures. Some of these barriers have appeared at times to be almost insurmountable. Only through education can we hope to build strong individuals and communities to participate successfully in modern society.

NACIE maintains the position that the federal government has a legal and moral obligation to provide education for American Indians and Alaska Natives. Our future is much too important for us to rely solely on what others determine is important in the education of our people. Therefore, NACIE resolves to make every effort to encourage the best possible education commitment by the federal government for American Indian and Alaska Native people.

FOREWORD

The 18th Annual Report of the activities and recommendations of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the Congress. The reporting period is fiscal year 1991, covering October 1, 1990, through September 30, 1991. This report is required by section 5342(b)(7) of Public Law 100-297.

The Council has been in existence since 1973 and held its first meeting in Arlington, Virginia, on May 19, 1973. The Indian Education Act (Title IV, Public Law 92-318), originally enacted in 1972, established the Council to consist of 15 members who are Indians and Alaska Natives appointed by the President of the United States from lists of nominees furnished from time to time by Indian tribes and organizations and representing diverse geographic areas of the country. A member of the Council is appointed for a term not to exceed three years, but pursuant to 5 U.S.C. 1233(b), serves until the President reappoints the Member or appoints a successor.

The Council has been reauthorized over the years with the last such action in the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297). The Indian Education Act of 1988 has, subject to section 448(b) of the General Education Provisions Act, authorized the Council to continue to exist until October 1, 1993. That Act delineates the Council's statutory functions and provides authorization for appropriations for the Council. The Council's charge has remained virtually unchanged in these reauthorizations and includes, among other things, the duty to advise the Secretary of Education with respect to the administration of any program in which Indian children and adults participate or from which they can benefit, and the duty to submit to the Congress each year an annual report, including any recommendations necessary for the improvement of federal education programs in which Indian children and adults participate or from which they can benefit.

Since 1988, the Council has compiled from various sources existing statistical information on the education of American Indians/Alaska Natives, and the federal funds used exclusively to serve Native education needs for inclusion in the annual report to Congress. This compilation includes programs administered by the Bureau of Indian Affairs, the Office of Indian Education and other programs administered within the Department of Education, as well as, other departments which have set-asides for American Indian and Alaska Native students or the provision of funds based on the number of Indian students, such as Impact Aid. The Council will continue to provide this type of data for Indian constituents, congressional personnel and agencies of the federal government in an ongoing effort to assess the current state of Indian education in America.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
Authority and Functions

AUTHORITY

The National Advisory Council on Indian Education is authorized by section 5342 of the Indian Education Act of 1988 (Title V, Part C, P.L. 100-297, as amended by P. L. 100-497; 25 U.S.C. 2642). The Council is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247, as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C.A. Appendix 2) which sets forth standards for the formation and use of advisory committees.

PURPOSE AND FUNCTIONS

The Indian Education Act of 1988 charges the Secretary of Education with, among other things, the responsibility for carrying out: (1) a program of financial assistance to local education agencies to develop and carry out elementary and secondary school programs designed to meet the special education and culturally related academic needs of Indian children under section 5312 of the Act; (2) a program of financial assistance for the improvement of education opportunities for Indian children, under section 5321(a) of the Act; (3) a program of financial assistance for programs and projects to train individuals to teach Indian children or administer special programs and projects to meet the special education needs of Indian people under sections 5321(d) and 5322 of the Act; (4) a fellowship program for Indian students under section 5323 of the Act; (5) a program to establish centers for gifted and talented Indian students at tribally controlled community colleges under section 5324 of the Act; and (6) a program of financial assistance for the improvement of employment and education opportunities for adult Indians, under section 5330 of the Act.

The Council advises the Secretary and the Congress. More specifically, the Council:

1. Advises the Secretary of Education with respect to the administration (including the development of regulations and administrative practices and policies) of any program in which Indian children or adults participate or from which they can benefit, and with respect to adequate funding of such programs and to include advice to the Secretary of Education regarding the meaning of the term "Indian" as set forth in section 5351(4) of the Indian Education Act of 1988;

The Council made recommendations to the Secretary of Education regarding changes in the application packages for the discretionary grant and fellowship programs administered by the Office of Indian Education (OIE), advised Departmental officials regarding the direction and scope of the Indian Nations At Risk Task Force Study. Met with the Assistant Secretary for Vocational and Adult Education concerning the regulations to be promulgated for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Communicated with the President and the Secretary of Education regarding the Council's concerns about the planning of the White House Conference on Indian Education (WHCIE) and worked with the WHCIE Task Force to establish an office at the Department of Interior and provided guidance on issues currently evolving in Indian education. Worked cooperatively with the Director of the Office of Indian Education Programs with the Bureau of Indian Affairs in identifying issues to be addressed by the White House Conference. Met on a regular basis with the Office of Indian Education. Met on a regular basis with the Office of Indian Education Director regarding personnel, budget, Indian preference issues, and administration of grant and fellowships programs.

2. Reviews applications for assistance under the Indian Education Act of 1988, and makes recommendations to the Secretary with respect to their approval;

The Council reviewed applications for assistance under the Indian Education Act of 1988 and made recommendations to the Secretary with respect to their approval. Recommendations were submitted for discretionary programs under the authority of Title V, Part C of Subparts 1, 2, and 3 of the previously mentioned Act. Certain recommendations that were submitted for the fellowship and discretionary programs were implemented by the Indian Education Office during the final review process.

3. Evaluates programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminates the results of such evaluations;

The Council continued an ongoing study of the programs in which Indians participate in the Department of Education and other departments and agencies and disseminated the results in the NACIE 17th Annual Report to Congress, to the Indian Nations At Risk Task Force, the White House Conference on Indian Education Advisory Committee, and statistical departments within the Department of Education.

4. Provides technical assistance to local education agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children;

The Council directed dissemination of diverse information to Indian and Alaska Native individuals, tribes, schools, community colleges, and public and private schools, universities, and other organizations serving Indian students through newsletters, NACIE Scholarship Guide, NACIE 17th Annual Report to Congress, other mailings, telephone contacts and meetings.

Identified relevant information sources of educational statistics on American Indians/Alaska Natives that NACIE has been collecting and utilizing in recent years for the Indian Nations At Risk Task Force and the Advisory Committee of the White House Conference on Indian Education. Annually acquires information from various programs which serve Indians exclusively or indirectly. In order to make this effort as comprehensive as possible, information is also routinely collected from agencies outside the Department of Education that have educational programs for American Indian and Alaska Natives.

Workshops were conducted, as well as, discussion and panel sessions. These included meetings with Department of Labor employees regarding the White House Conference on Indian Education, meeting at the Boston Indian Council, a discussion session and a resolution workshop at the Native American and Alaska Native Library and Information Sciences, and panels at the Conference on Indian Education at the North Carolina Indian Unity Conference.

5. Assists the Secretary in developing criteria and regulations for the administration and evaluation of grants made under the Indian Education Act of 1988;

The Council assisted the Office of Indian Education in announcing in the NACIE Newsletter the revised formula application deadlines and the acceptance during this grant cycle of those applicants who were not grantees in 1988. Made recommendations to the Secretary of Education in the NACIE 17th Annual Report regarding those Subpart 1 provisions that have yet to be implemented, specifically those that authorize planning and demonstration projects.

6. Submits to the Secretary a list of nominees for the position of the Director of the Office of Indian Education whenever a vacancy occurs, from which the Secretary makes his appointment in accordance with Section 5341(b)(1) of the Indian Education Act of 1988;

The sixth mandated function of the Council is to submit a list of candidates for the Director of the Office of Indian Education whenever such a vacancy occurs. During fiscal year 1991, no such vacancy existed.

7. Submits to the Congress no later than June 30 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, and a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs.

The Council submitted to the Congress the 17th Annual Report, *Toward the Year 2000: Listening to the Voice of Native America,* a report of Council activities during fiscal year 1990 which included 20 recommendations deemed necessary for the improvement of federal education programs in which Indian children or adults participate or from which they can benefit with specific recommendations on funding levels of certain programs affecting Native people.

In addition, the Council, in cooperation with the Indian Nations At Risk (INAR) Task Force conducted twelve hours of issues sessions at the National Indian Education Association conference in San Diego, California. The sessions topics included:

- Academic Performance
- Native Culture and Languages
- Health, Wellness and Substance Abuse Prevention
- Teacher and Administrator Training, Recruitment and Retention
- Dropout Prevention
- Instructional Technology
- Education of Exceptional Children
- Partnership of Schools, Tribes, Communities, Parents, and Business
- Early Childhood Education
- Elementary Education
- Middle/High School
- Parental Involvement
- Adult and Vocational/Technical Education
- Postsecondary Education
- Special Session for Elders
- Open Discussion with the Council and INAR Task Force

This allowed the Council and the Indian Nations At Risk Task Force the opportunity to openly discuss with Indian and Alaska Native people the problems, issues, successful programs, and possible solutions to be included in recommendations to the Administration and Congress and the issues to be included in the final report of the INAR Task Force.

STRUCTURE

The Council consists of 15 members who are American Indians and/or Alaska Native, and are appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations that represents diverse geographic areas of the country. Terms of membership on the Council shall not exceed three years and, in the case of initial appointments, are staggered.

The Director of the Office of Indian Education serves as the Designated Federal Official to the Council. The Council is authorized to establish such subcommittees as are necessary to enable it to carry out its functions. All subcommittees act under the policies governing the Council as a whole.

The Council is authorized to have a staff of four. The Council has been issued a charter by the Department of Education. The Council is also governed by the Federal Advisory Committee Act and its regulations and is precluded from lobbying. However, Council representatives may testify before Committees of Congress upon invitation and may submit recommendations for changes in programs in its annual report.

MEETINGS

The Council meets at the call of the Chairperson, but not less than two times per year. Subcommittees generally meet at the time of each Council meeting, but may meet separately with the concurrence of the Council Chairperson. Meetings are open to the public except as may be determined otherwise in accordance with section 10(d) of the Federal Advisory Committee Act by the Assistant Secretary for Elementary and Secondary Education. Notice of all meetings is given in advance to the public. Meetings are conducted and the records of proceedings are kept as required by applicable laws and Departmental regulations. See Appendix C for *Federal Register* notices published during fiscal year 1991.

NACIE FY 1991 MEETINGS

October 14-16, 1990
Full Council Meeting
(Open Meeting)
San Diego, California

February 19-21, 1991
Proposal Review Committee Meeting
(Closed Meeting)
Washington, D.C.

March 25-26, 1991
Full Council Meeting/Proposal
Review Committee Meeting
(Closed Meeting)
Washington, D.C.

June 17, 1991
Executive/Search Committee Meeting
(Closed Meeting)
Washington, D.C.

July 15, 1991
Full Council Meeting
(Closed Meeting)
Washington, D.C.

September 30, 1991
Executive/Search Committee Meeting
(Closed Meeting)
Washington, D.C.

Copies of the *Federal Register* Notices published for each NACIE Council meeting during the 1991 fiscal year are provided begining on page 143 in Appendix C.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
FISCAL YEAR 1991 RECOMMENDATIONS

The Recommendations of the National Advisory Council on Indian Education to the Congress of the United States and to the Department of Education and the Administration are as follows:

1. ***That the Congress and the Department of Education seriously consider the annual NACIE recommendation, and the more recent Indian Nations at Risk Task Force finding, advising the establishment of an Assistant Secretary for the Office of Indian Education (OIE) within the U.S. Department of Education. This would provide national direction and coordination for all Department of Education programs serving American Indian and Alaska Native children and adults.***

   Rationale:

   This recommendation has been made in the last four reports, and is found in reports going back as far as the 7th Annual Report. In its most recent response as found on page 148 of the NACIE 16th Annual Report, the Department of Education maintains the position that since the largest portion (91%) of OIE's program funds are directed to serving elementary and secondary school students, it is appropriate for OIE to be under the direction and guidance of the Assistant Secretary for Elementary and Secondary Education. It maintains that the Office of Elementary and Secondary Education (OESE) provides administrative policy coordination and fiscal accounting for all program units in the Department serving elementary and secondary schools.

   The Department's argument in opposition to this recommendation is inconsistent with the fact that the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) is a separate office within the Department of Education with a Director who reports directly to the Secretary. All (100%) of OBEMLA's program funds are used either directly or indirectly for the purpose of serving or eventually serving elementary and secondary school students. The Department has already set precedence by supporting OBEMLA as a separate office.

   Table 25 (pages 79-80) and the profiles of programs benefiting American Indians and Alaska Natives found in Appendix A (pages 119-138), of this report, show that education programs for Indians are located in every major Office within the Department of Education. It also shows that Indian education and related programs are located in at least three other Federal Departments. A separate Office of Indian

Education would result in better Indian education program and policy coordination, not only in the Department, but throughout the federal government.

2. ***That the Department of Education review the criteria used in awarding points to Indian fellowship applicants during the review process and change the category of commitment to demonstrated commitment, and increase the allowable points from 10 to 20. The category of leadership should likewise be increased from 10 to 20 points. The 80 points currently awarded for academic merit should be decreased to 60 to accommodate this change.***

Rationale:

By making the above modifications, there would be a higher probability for recipients who are truly committed to serving Indian communities once their degrees are completed to receive what limited funds are available. If feasible, recipients might be required to work in an area related to their field of study on behalf of American Indians or Alaska Natives or repay their fellowships.

3. ***Amend the Indian Fellowship Program to require a payback provision to read as follows:***

Fellowship Requirements. - Any person receiving a fellowship under this section shall agree either to pay back such assistance or to work for a period equivalent to the period of time during which such person received assistance, and such work shall be in an activity directly related to serving the American Indian or Alaska Native community. The Secretary may waive this requirement in extraordinary circumstances.

Rationale:

The Council strongly believes such a payback provision would have a multiple affect in benefiting the Indian community. Not only would the fellowship recipient benefit, but the Indian community would benefit as well through the leadership and services provided by the graduate. The Council contends that the intent of the Fellowship program is to provide a cadre of professionals from various fields of study from Indian communities who would then provide services back to the community.

4. ***That the Office of Indian Education should implement Subpart 1 provisions that authorize planning, pilot, and demonstration projects.***

Rationale:

Local education agencies (LEAs) educate approximately 90% of Indian students in grades K - 12, yet the competitive nature and the large number of applicants qualifying for priority points under Subpart 2 Planning, Pilot or Demonstration (PPD) projects virtually eliminate them from consideration. The addition of the PPD category under Subpart 1 would fulfil Indian Education Act legislation and broaden the limited scope currently afforded under Subpart 1.

5. ***That the Congress consider appropriating additional funds to the Office of Indian Education to establish a national Research and Data Collection Center.***

Rationale:

There is no comprehensive quantitative data collection mechanism to gather and examine the needs and/or progress in Indian education. There are no research centers, national clearinghouses on Indian education, or national programs charged with collecting, analyzing, and reporting data on Indian education. Part B of the Bilingual Education Act of 1988 (Title VII of the Elementary and Secondary Education Act as amended) recognizes the importance of research and includes program authorization and funds for data collection, evaluation and research. In FY 1991, the Congress appropriated $11.6 million under this part. Even though approximately $1 billion is appropriated annually for Indian education through various agencies, there are virtually no program funds for data collection, evaluation, or research of Indian education. By concentrating this effort within the Indian Education Office, assessed needs could then be addressed from a Native perspective, thereby promoting the policy of self-determination.

6. ***That the Department of Education and the Congress increase funding in Subpart 1 and other programs authorized by the Indian Education Act of 1988.***

Rationale:

The Office of Indian Education is housed within the Office of Elementary and Secondary Education as is the Chapter I ESEA Program. Subpart I, represents approximately 75% of the funds administered by

the Office of Indian Education. Subpart I and Chapter I ESEA are similar in that they are both administered through formula grants to local education agencies, and are both located within the Office of Elementary and Secondary Education. A comparison of their funding history would provide further justification for the establishment of a separate Office of Indian Education as well as an increase in funding for Indian education. The chart below is a comparison of funding beginning in 1975 and each fifth year thereafter, as well as fiscal years 1991 and 1992. The disparity suggests that Indian education, in relationship to Chapter I ESEA, is not as high a priority within the Office of Elementary and Secondary Education. We assume that as a separate Office within the Department of Education, Indian Education would receive attention at least equal to the attention received by Chapter I.

OFFICE OF INDIAN EDUCATION and CHAPTER 1
FUNDING COMPARISON
(in thousands of dollars)

YEAR	CHAPTER I	SUBPART I	SUBPART I as % of CHPT. 1
1975	1,588,200	25,000	1.57
1980	1,273,682	52,000	1.90
1985	3,200,000	50,323	1.57
1990	4,700,000	54,276	1.15
1991	5,557,700	56,300	1.01
1992	6,135,000	57,000	.93

7. ***That the Congress appropriate funds for two Gifted and Talented Centers in addition to the currently funded pilot projects.***

Rationale:

Current legislative authority (P.L. 100-297, Title V, sec. 5324) provides that two centers for gifted and talented Indian students at tribally controlled community colleges will be established. Recent data from the gifted and talented pilot study final report conducted by Project Northstar (Turtle Mountain Community College) indicate a dire need for such centers to begin responding to the unmet need of the underserved and unserved Indian gifted and talented student population.

8. ***That the Congress appropriate funds pursuant to the provisions of the Carl D. Perkins Vocational Act Set-Aside for Indian Tribes and Tribal Organizations which authorizes the Bureau of Indian Affairs to expend an amount equal to that expended by the Department of Education.***

Rationale:

Since 1977 the Bureau of Indian Affairs has successfully obtained Congressional waivers to match Department of Education appropriations for this program. Should the Congress continue to grant waivers to the Bureau of Indian Affairs, the legislation should be amended to relieve the Bureau of such financial commitment, and the appropriation under the Carl Perkins Vocational Act Set-Aside for Indian Tribes and Tribal Organizations be increased to allow for the full intent of the law to be met by the Department of Education.

9. ***That the Congress enact legislation which would require states to report data on the number of American Indians and Alaska Natives participating in K-12 programs by grade, as well as, those participating in Postsecondary and Adult Education programs. This should include all state programs funded with federal dollars i.e., Adult and Vocational Education, Higher Education, and all public schools within the state receiving any federal funds for operations.***

Rationale:

Planning and development is needed to improve Indian education. This cannot effectively occur when comprehensive information is not being reported at the state level. Even rudimentary data such as enrollment and dropout rates of Indians is difficult to obtain with the present data collection efforts. In order to assess the current state of Indian education, it is necessary for an ongoing effort to be in place to retrieve this information. It is difficult, if not impossible, to define educational need and provide national policy direction when local education indicators are not available.

10. ***That Indian tribes or Indian communities be allowed to apply for Subpart 1 formula grants on behalf of one or more Bureau of Indian Affairs operated schools which serve their children, in the event that such schools do not intend to apply for Subpart 1 formula grants.***

Rationale:

A number of schools operated by the Bureau of Indian Affairs do not apply for Subpart I formula grant funds. As a result, it is difficult to ascertain whether the special educational and culturally related academic needs of these Indian students are being met. Since the majority of the children served by a particular bureau-operated school are usually members of the local Indian tribe, and since Indian children need to continually improve academically, Indian tribes with a majority of the student body in a bureau-operated school should be allowed to apply for Subpart 1 formula grants to serve the unmet needs of all students enrolled in the school. It may be necessary for BIA school officials to notify Indian tribes or Indian communities of their intent to apply or not apply for a formula grant.

11. ***That the Secretary require all programs within the Department of Education in which Indian children or adults participate, or from which they can benefit, to maintain statistics on the number of Indian students served.***

Rationale:

A function of the National Advisory Council on Indian Education is to evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations. If any program of the Department of Education does not maintain data on the number of Indian children or adults served, it is more difficult to evaluate the effectiveness of that program in terms of how well it serves Indian children or adults.

12. ***That the Congress continue to support tribally controlled higher education institutions by providing them with funding sufficient for their operation, and that they be forward funded.***

Rationale:

Indian education is a trust responsibility of the Federal government. This is consistent with provisions of the Indian Self-Determination and

Educational Assistance Act (P.L. 93-638) which explicitly acknowledges this responsibility to Indian education by the use of such language as the "historical and special relationship" with "resulting responsibilities". This concept is reaffirmed in the Indian Education Act of 1988 (P.L. 100-297) which again acknowledges that "the Government of the United States has a special relationship with the Indians which has given rise to a responsibility to assure superior educational opportunities for all Indians". Indian education includes preschool through the completion of postsecondary education. Tribally controlled higher education institutions are a vital part of the Indian education trust responsibility of the federal government.

OFFICE OF INDIAN EDUCATION FORMULA GRANT PROGRAM

Financial Assistance to Local Educational Agencies for the Education of Indian Children - Subpart 1

The Office of Indian Education provides financial assistance to local educational agencies (LEAs) and Indian-controlled schools to develop and carry out elementary and secondary school programs designed to meet the special educational and culturally related academic needs of Indian students. For purposes of the formula grant program, eligible applicants include Public Schools, Indian Controlled Schools (ICSs), and schools operated directly by the BIA.

The Office of Indian Education is authorized to fund applications that include proposals for the planning and development of programs, establishment, maintenance, and operation of programs including minor remodeling of classroom or other equipment, and for the training of counselors at schools eligible to receive funds under this Subpart in counseling techniques relevant to the treatment of alcohol and substance abuse. Applicants may also apply for assistance to carry out pilot projects designed to test the effectiveness of their projects. These programs are authorized under Subpart 1 of the Indian Education Act of 1988.

The following definition of Indian applies to participants benefiting from the Subpart 1 formula program:

> *§ 250.5(b)--means an individual who is:*
>
> *(1) A member (as defined by an Indian tribe, band, or other organized group) of Indians, including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the States in which they reside;*
>
> *(2) A descendant, in the first or second degree of an individual described in paragraph (1) of this definition;*
>
> *(3) Considered by the Secretary of the Interior to be an Indian for any purpose; or*
>
> *(4) An eskimo or Aleut or other Alaska native.*

In fiscal year 1991 (school year 90-91) one thousand and sixty one (1,061) LEAs in 42 states received formula grants. These LEAs reported an eligible Indian student enrollment of over 368,000. The size of Subpart 1 Indian student populations ranged from 10 students at Promise Day School in South

Dakota to almost 11,000 students in Robeson County, North Carolina. FY 91 grant amounts ranged from $1,239 to $1,420,368 respectively. Fiscal year 1991 was also the first year that LEAs who were not grantees in 1988 were allowed to apply or reapply for formula funding. The moratorium on new LEA grantees since 1988 allowed BIA schools to apply for and receive formula funds consistent with the language contained in the most recent reauthorization of the Indian Education Act of 1988.

Eligible Applicants: Local educational agencies; certain schools operated by Indian tribes; and Indian organizations that are established by tribal or inter-tribal charter or, if located on an Indian reservation, are operated with the sanction or by charter of the governing body of that reservation. Tribal schools and schools operated by the Bureau of Indian Affairs (BIA) are considered LEAs for the purpose of this program. BIA schools have been allowed to receive formula funds since fiscal year 1989 and were so authorized by the 1988 Hawkins/Stafford Elementary and Secondary School Improvement Act, P.L. 100-297. Therefore, when the terms "school district" and "LEA" are used in the application for formula grant awards, they are read to include tribal schools and BIA schools.

Grant Awards: The Amount of the grant award is based, in part, on the number of Indian children enrolled in the applicant's schools on the count date or during the count period and for whom the LEA has on file an ED 506 form. Before including a student in the count of Indian children to generate funds, the applicant must determine that the ED 506 Form includes, at a minimum: (1) the student's name; (2) the name of the eligible Indian tribe, band, or group of which the student, the parent, or the grandparent is a member, as defined by the tribe, band or group; and (3) the parent's signature and date.

Public Hearings: All applicants, including BIA and tribal schools, must annually hold one or more public hearings prior to the preparation of applications (new and continuation). The public hearing should provide parents of Indian children, teachers, and where applicable, secondary students an opportunity to understand the project and to offer their recommendations. If application is being made for a continuation award, the grantee must provide an opportunity for a discussion of all aspects of the project at the public hearing(s).

Parent Committees: Applicants, other than tribal schools or BIA schools, must establish and publicize procedures for selecting a parent committee prior to developing an application. Those persons eligible to serve on the parent committee are: (1) parents of Indian children who will participate in the proposed project; (2) teachers, including guidance counselors, except members of the project staff; and (3) Indian secondary school students, if any, enrolled in the LEA schools.

Subpart 1 Services: According to a 1983 evaluation of the Subpart 1 program, the services most frequently offered by Subpart 1 projects were tutoring and other academic activities (80 percent), Indian history and cultural instruction or activities (64 percent), counseling (48 percent), and home-school liaison (38 percent). According to annual audits conducted by the Office of Indian Education, the majority of the Subpart 1 Indian projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students.

Of the Indian students in districts receiving Subpart 1 funds, an estimated 78 percent participated in project activities, with a median of 119 students per project. More than two-thirds of the students were from families with incomes low enough to qualify for free or reduced-price lunches.

According to a 1990 Evaluation report by the Department of Education, most Subpart 1 projects, 95 percent were in districts that also received Chapter 1 funds, with an average of 30 percent of the Indian students being served by the Chapter 1 program. About half (53 percent) were in districts receiving Johnson O'Malley (JOM) Act funds; on average, 59 percent of the Indian students participated in the JOM program which is an Indian education program administered by the Department of the Interior.

The Office of Indian Education annual report for fiscal year 1987 stated that 71 percent of the formula grant projects sampled offered tutorial services as a means to meet the basic academic needs of their students. More than half of the projects sampled (59 percent) offered instruction in cultural subjects such as tribal language, government, history, arts and crafts, and sponsored special cultural events or both to meet the cultural needs of their students. Counseling services, including career guidance counseling, were provided by a little more than a third of LEAs (35 percent), and slightly less than a third (32 percent) provided home-school liaison services. Thirty two percent of the projects sampled had other types of activities for their students which included predominantly computer instruction, drug and alcohol prevention activities, gifted and talented programs, and summer parent-child development activities.

The Department of Education's national longitudinal study of bilingual programs, which included a component on Native American students pointed out that a major portion of the instruction for Indian students with limited English proficiency (LEP) was in English language arts--58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders, and 43 percent of the fourth graders needed special instruction in English.

Table 1 shows the distribution of students counted by each state for the last five fiscal years (1986-1991) under the Subpart 1 formula program. Several states show a marked increase in the number of students from one year to the

next. Since FY 1991 was the first year that new applicants could apply for formula funds, one can assume that the increase may be attributed to new projects applying for and receiving formula funding for the first time since 1988. The CFDA (Catalog of Federal Domestic Assistance) number is identified for each program under the Indian Education Act.

INDIAN EDUCATION ACT, SUBPART 1 FORMULA GRANT PROGRAM
CFDA #84.060A
LEA Student Count by State
Fiscal Years 1986-91

Table 1

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	%CHANGE FY 86-91
AL	7,297	8,881	10,005	10,599	11,173	11,385	56%
AK	21,041	21,090	21,051	21,779	22,254	23,225	10.4%
AR	725	342	752	777	706	920	26.9%
AZ	36,279	37,551	38,817	39,627	40,663	51,554	42.1%
CA	26,934	27,105	28,191	28,059	29,026	30,549	13.4%
CO	1,436	1,333	1,853	2,018	2,205	2,370	65%
CT	123	121	109	110	119	119	-3.25%
DE	0	0	0	0	0	0	-
FL	659	572	704	696	709	419	-36.4%
GA	0	0	0	0	0	0	-
HI	83	0	0	0	0	0	-100%
ID	1,985	1,882	1,907	1,910	1,987	2,043	3%
IL	906	742	806	800	756	824	-9.1%
IN	106	97	98	105	106	113	6.6%
IA	791	822	807	776	848	417	-47.3%
KS	1,363	1,311	1,417	1,441	1,459	1,558	14.3%
KY	0	0	0	0	0	0	-
LA	2,905	2,951	3,124	3,380	3,659	3,743	28.8%
ME	381	419	421	426	441	453	18.9%
MD	919	904	864	850	858	880	-4.2%

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91 .	%CHANGE FY 86-91
MA	573	574	579	599	599	583	1.7%
MI	12,674	12,093	12,329	12,362	13,045	12,676	.02%
MN	11,700	12,016	12,048	11,396	11,751	11,954	2.17%
MS	95	93	104	105	107	1,379	1,352%
MO	26	16	18	20	12	128	392%
MT	10,914	10,896	11,127	10,814	11,402	11,432	4.7%
NE	1,966	1,982	1,954	1,938	2,065	2,109	7.3%
NV	3,030	2,965	3,082	3,280	3,195	3,330	9.9%
NH	0	0	0	0	0	0	-
NJ	340	345	345	327	343	363	6.8%
NM	27,428	28,012	28,225	28,873	29,110	36,860	34.4%
NY	4,589	4,498	4,528	4,418	4,579	4,374	-4.7%
NC	16,687	16,461	16,391	17,095	17,049	16,720	.20%
ND	5,764	5,639	6,117	6,291	6,419	7,612	32%
OH	285	285	322	295	326	310	8.8%
OK	70,216	69,982	67,336	67,022	67,316	72,145	2.7%
OR	5,280	5,263	5,423	5,506	5,673	6,310	19.5%
PA	0	0	0	0	0	0	-
RI	212	212	207	195	202	212	0
SC	0	0	0	0	0	0	-
SD	12,528	10,922	10,640	10,753	10,745	14,733	17.6%
TN	0	0	33	28	34	0	-
TX	544	594	674	790	834	912	67.6%
UT	5,326	5,424	5,064	4,918	5,121	5,543	4.1%
VT	440	499	519	514	506	528	20%
VA	136	129	110	110	103	90	-33.8%
WA	16,494	16,315	16,524	16,408	16,510	17,311	5%
WV	0	0	0	0	0	0	-

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	%CHANGE FY 86-91
WI	7,132	7,355	7,247	7,544	7,588	8,028	12.6%
WY	1,681	1,712	1,806	1,856	1,891	1,932	15%
42	319,998	320,405	324,176	348,333	333,494	368,146	15%

Source: Office of Indian Education

INDIAN EDUCATION ACT, SUBPART 1 FORMULA GRANT PROGRAM
CFDA#84.060A
LEAs By State, Fiscal Years 1986-91

Table 2

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
AL	11	12	12	12	12	13
AK	47	47	48	47	47	48
AZ	65	66	67	65	65	99
AR	2	1	2	2	2	2
CA	119	117	119	111	111	114
CO	6	6	8	8	8	9
CT	2	2	1	1	1	1
DE	0	0	0	0	0	0
FL	6	6	7	7	7	5
GA	0	0	0	0	0	0
HI	1	1	0	0	0	0
ID	11	12	12	11	11	10
IL	2	1	1	1	1	1
IN	1	1	1	1	1	3
IA	4	4	4	4	4	4
KS	8	7	8	8	8	8
KT	0	0	0	0	0	0
LA	8	8	9	8	8	8
ME	4	4	4	4	4	4

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
MD	5	5	4	4	4	4
MA	3	3	3	3	3	3
MI	75	70	67	65	63	60
MN	54	53	54	53	53	55
MS	3	2	2	2	2	4
MO	1	1	1	1	1	2
MT	23	23	23	22	22	35
NE	9	8	8	8	8	8
NV	13	13	12	12	11	12
NH	0	0	0	0	0	0
NJ	3	3	3	3	3	3
NM	28	28	28	28	27	55
NY	16	16	16	16	16	15
NC	23	23	23	20	20	19
ND	23	23	24	24	23	28
OH	2	2	2	2	2	2
OK	317	313	325	322	317	320
OR	24	22	23	22	22	24
PA	0	0	0	0	0	0
RI	1	1	1	1	1	1
SC	0	0	0	0	0	0
SD	37	37	35	35	34	46
TN	0	0	1	1	1	0
TX	3	4	4	4	4	5
UT	14	14	12	12	12	13
VT	1	1	1	1	1	1
VA	2	2	2	2	2	2
WA	77	76	75	73	73	72
WV	0	0	0	0	0	0

STATE	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
WI	40	42	41	40	40	40
WY	6	6	6	6	6	6
TOTAL	1,100	1,086	1,099	1,072	1,061	1,163

Source: Office of Indian Education Program files

BUREAU OF INDIAN AFFAIRS FORMULA PROJECTS: The next several pages illustrate the distribution of Subpart 1 formula funds and student counts at Bureau of Indian Affairs (BIA) affiliated schools. In fiscal year 1991 there were 180, of which 140 received formula funds. (78 were Bureau-Operated and 62 Indian-operated)

Table 3

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A
BIA-OPERATED SCHOOLS

STATE	GRANTEE	STUDENT COUNT	AMOUNT
AZ	Casa Blanca Day	211	$28,478
AZ	Chilchinbeto Day	144	19,435
AZ	Chinle Boarding School	555	74,906
AZ	Cottonwood Day School	242	32,662
AZ	Dennehotso Boarding School	299	40,355
AZ	Dilcon Boarding School	465	62,759
AZ	Gila Crossing Day	128	17,276
AZ	Greaswood/Toyei	375	50,612
AZ	Hopi Day School	72	9,718
AZ	Hopi Jr./Sr. High	497	67,078
AZ	Kaibeto Boarding School	374	50,477
AZ	Kayenta Boarding School	349	47,103
AZ	Kinlichee Boarding School	133	17,950
AZ	Low Mountain Boarding	183	24,699
AZ	Lukachukai Boarding School	381	52,771
AZ	Many Farms High	385	51,962
AZ	Moencopi Day School	112	15,116
AZ	Navajo Mountain Boarding	141	19,030
AZ	Nazlini Boarding School	138	18,625
AZ	Pine Springs Boarding	67	9,043
AZ	Polacca Day School	120	16,196
AZ	Red Lake Day School	287	38,735
AZ	Red Rock Day School	225	30,367
AZ	Rocky Ridge Boarding School	212	28,613

Table 3A

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A
BIA-OPERATED SCHOOLS, cont.

STATE	GRANTEE	STUDENT COUNT	AMOUNT
AZ	Salt River Day School	128	17,276
AZ	San Simon	329	44,404
AZ	Santa Rosa Boarding School	366	49,397
AZ	Santa Rosa Ranch School	124	16,736
AZ	Seba Dalkai	176	23,754
AZ	Second Mesa Day School	250	33,741
AZ	Shonto Boarding School	660	89,077
AZ	Teecnospos Boarding School	365	49,262
AZ	Tohono O'Odham High	207	27,938
AZ	Tuba City Boarding School	876	118,230
AZ	Wide Ruins Boarding School	194	26,183
ARIZONA - 35 GRANTEES		**9,780**	**$1,319,969**
CA	Sherman Indian High	447	$63,726
ND	Dunseith Day School	155	21,188
ND	Standing Rock Community	570	77,916
ND	Wahpeton Indian School	275	37,591
NORTH DAKOTA - 3 GRANTEES		**1,000**	**$136,695**
NM	Beclabito Day School	93	$11,172
NM	Bread Springs	115	13,815
NM	Chichiltah-Jones Boarding	260	31,815
NM	Chuska Boarding School	603	72,436
NM	Cove Day School	76	9,130
NM	Crownpoint Community	401	48,171
NM	Crystal	155	18,620
NM	DZILTH-NA-O-DITH-HLE Cmty.	377	45,288
NM	Isleta Elementary	248	29,791
NM	Laguna Elementary	451	54,177
NM	Lake Valley Navajo	130	15,616
NM	NA'NEELZHIIN JI OLTA'	338	40,603
NM	Nenahnezad	446	53,577
NM	Ojo Encino Day School	211	25,347
NM	Pueblo Pintado	263	31,593
NM	San Ildefonso	37	4,445
NM	San Juan Day School	56	6,727
NM	Sanostee Day School	77	9,250
NM	Santa Clara Day School	125	15,016
NM	Sky City Community	272	32,674
NM	Standing Rock Community	94	11,292
NM	Taos Day School	118	14,175

Table 3B

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A
BIA-OPERATED SCHOOLS, cont.

STATE	GRANTEE	STUDENT COUNT	AMOUNT
NM	Tesuque Day School	45	5,406
NM	Toadlena Boarding School	290	34,837
NM	TO'HAAJIILEE COMMUNITY	308	36,999
NM	Wingate Board of Education	577	69,313
NM	Wingate Elementary	449	53,937
NEW MEXICO - 27 GRANTEES		**6,615**	**$794,640**
OK	Riverside Indian School	325	$37,985
OR	Chemawa Indian School	368	65,960
SD	Cheyenne Eagle Butte	818	$101,317
SD	Flandreau	546	67,629
SD	Fort Thompson Elementary	193	23,905
SD	Little Eagle Day School	90	11,148
SD	Lower Brule	344	42,609
SD	Promise Day School	10	1,239
SD	Rock Creek Day School	89	11,024
SD	Swift Bird Day School	72	8,918
SD	White Horse Day School	42	5,502
SOUTH DAKOTA - 9 GRANTEES		**2,204**	**$ 273,291**
UT	Aneth Community	234	$ 20,874
BIA-OPERATED SCHOOLS TOTAL			
8 STATES	**78 GRANTEES**	**20,973**	**$2,713,130**

Source: Office of Indian Education Program Files, Fiscal Year 1991

Table 3C

BIA-OPERATED SCHOOLS - PER PUPIL EXPENDITURE BY STATE

STATE	STUDENT COUNT	TITLE V FUNDING	PER PUPIL EXPENDITURE
Arizona	9,780	$1,319,969	$ 134.97
California	447	63,716	142.54
North Dakota	1,000	136,965	136.70
New Mexico	6,615	794,640	120.13
Oklahoma	325	37,985	116.88
Oregon	368	65,960	179.24
South Dakota	2,204	273,291	124.00
Utah	234	20,874	89.21
8 STATES	**20,973**	**$2,713,130**	**$ 129.36**

NOTE: The difference in per pupil expenditures on the previous page is due to a formula that multiplies the number of Indian children enrolled in a particular school for a given fiscal year by the average State per pupil expenditure per local education agency. While these are BIA schools they still use the State per pupil formula to determine allocation.

Table 4

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A
INDIAN-OPERATED SCHOOLS

STATE	GRANTEE	STUDENT COUNT	AMOUNT
AZ	Black Mesa School	80	$10,797
AZ	Blackwater/Gila River Cmty. Sch.	90	12,147
AZ	Cibecue	280	37,790
AZ	Havasupi Tribe	85	11,472
AZ	Hotevilla-Bacavi	116	15,656
AZ	Leupp Boarding School	396	53,446
AZ	Little Singer School	65	8,773
AZ	Rock Point Schools	462	62,354
AZ	Rough Rock School	450	60,734
AZ	Tuba City High School Brd., Inc.	525	70,857
ARIZONA - 10 GRANTEES		**2,549**	**$344,026**
ID	Coeur D'Alene Tribes	58	$5,693
ID	Shoshone-Bannock	94	9,227
IDAHO - 2 GRANTEES		**152**	**$14,920**
ME	Beatrice Rafferty	138	$22,644
ME	Indian School	111	18,214
ME	Indian Township	131	21,496
MAINE - 3 GRANTEES		**380**	**$62,354**
MN	Circle of Life	117	$19,243
MN	Fond Du Lac/Ojibway	260	42,762
MN	Leech Lake	512	84,208
MN	Nay Ah Shing/Mille Lacs	128	21,053
MINNESOTA - 4 GRANTEES		**1,017**	**$167,266**
MT	Busby School	156	$23,164
MT	Two Eagle River/Salish Kootenai	91	13,513
MONTANA - 2 GRANTEES		**247**	**$36,677**

Source: Office of Indian Education Program Files, FY 1991

Table 4A

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A
INDIAN-OPERATED SCHOOLS, cont.

STATE	GRANTEE	STUDENT COUNT	AMOUNT
ND	Devils Lake Sioux Tribal	420	$57,412
ND	Ojibwa Indian School	394	53,858
ND	United Tribes Technical College	103	14,080
ND	White Shield	160	21,871
NORTH DAKOTA - 4 GRANTEES		**1,077**	**$147,221**
NM	Alamo Navajo School	357	$42,762
NM	Borrego Pass/Dibe Tazhi	185	22,223
NM	Navajo Preparatory School, Inc.	171	20,542
NM	Ramah Navajo/Pine Hill	364	43,726
NM	Santa Fe Indian School	566	67,992
NM	Shiprock Alternative	258	30,993
NM	Tohatchi Training Center	20	2,403
NEW MEXICO - 7 GRANTEES		**1,921**	**$230,764**
NV	Duckwater Shoshone	21	$2,754
NV	Pyramid Lake	22	2,885
NEVADA - 2 GRANTEES		**43**	**$5,639**
SD	Crazy Horse School	280	$34,681
SD	Crow Creek	218	27,002
SD	Enemy Swim	32	3,964
SD	Little Wound School Board	719	89,057
SD	Loneman School	186	23,038
SD	Marty Indian School Board, Inc.	272	33,691
SD	Pierre Indian Learning Center	166	20,561
SD	St. Francis/Sicangu Oyate Ho	471	58,339
SD	Takini	261	32,328
SD	Tiospa Zina Tribal	218	27,002
SD	Wounded Knee	213	26,383
SOUTH DAKOTA - 11 GRANTEES		**3,036**	**$376,046**
WA	Colville Confed. Paschal Sherman	148	$22,278
WA	Lummi Tribe	169	25,440
WA	Muckleshoot Indian Tribe	34	5,118
WA	Puyallup Tribal	375	56,449
WA	Quileute Tribal School Board	42	6,322
WA	Wa He Lut Indian School	50	7,527
WA	Yakima Tribe	66	9,935
WASHINGTON - 7 GRANTEES		**884**	**$133,069**

Table 4B

FY 91 SUBPART 1 FORMULA GRANTEES, CFDA #84.060A INDIAN-OPERATED SCHOOLS, cont.

STATE	GRANTEE	STUDENT COUNT	AMOUNT
WI	Lac Courte Oreilles Tribe	210	$38,250
WI	Menominee Tribal School	184	33,515
WI	Oneida Tribe	228	41,529
WISCONSIN - 3 GRANTEES		**622**	**$113,294**

Source: Office of Indian Education Program Files, FY 1991

Table 4B, cont.

ADDITIONAL STATES WITH INDIAN-OPERATED SUBPART 1 FORMULA PROGRAMS, CFDA #84.060A

STATE	GRANTEE	STUDENT COUNT	AMOUNT
FL	Miccosukee Corp.	74	$11,679
IA	Sac & Fox Settlement	88	13,043
MI	Hannahville Tribal Council	94	16,634
MS	Mississippi Band of Choctaw	1,192	118,495
NC	Cherokee Central	977	130,915
OK	Cherokee Nation-Sequoyah H.S.	234	27,349
WY	St. Stephens	285	52,986
62 INDIAN-OPERATED SCHOOLS		**14,872**	**$2,002,377**
78 BIA-OPERATED SCHOOLS		**20,973**	**$2,713,130**
140 TOTAL SCHOOLS		**35,845**	**$4,715,507**

Source: Office of Indian Education Program Files, FY 1991

Table 4C

INDIAN-OPERATED SCHOOLS
PER PUPIL EXPENDITURE BY STATE

STATE	STUDENT COUNT	TITLE V FUNDING	PER PUPIL EXPENDITURE
Arizona	2,549	$344,026	$134.97
Idaho	152	14,920	98.16
Maine	380	62,354	164.09
Minnesota	1,017	167,266	164.47
Montana	247	36,677	148.49
North Dakota	1,077	147,221	136.70
New Mexico	1,921	230,764	120.13
Nevada	43	5,639	131.14
South Dakota	3,036	376,046	123.86
Washington	884	133,069	150.53
Wisconsin	622	113,294	182.14
Florida	74	11,679	157.82
Iowa	88	13,043	148.22
Michigan	94	16,634	176.96
Mississippi	1,192	118,495	99.40
North Carolina	977	130,915	133.97
Oklahoma	234	27,349	116.88
Wyoming	285	52,986	185.92
18 STATES	14,872	$2,002,377	$136.64

Source: Office of Indian Education Program Files, FY 1991

OFFICE OF INDIAN EDUCATION DISCRETIONARY PROGRAMS

THE DISCRETIONARY PROCESS: Certain new awards under Subparts 1, 2, and 3 of the Indian Education Act of 1988 are made at the discretion of the Secretary of Education. The discretionary nature of these awards are based on how well the applicant meets the criteria for the proposed project during the request for proposal period. All incoming applications are screened by field and federal readers during the initial review process. Once this stage is completed a slate of proposed awardees is prepared. NACIE then reviews the proposed slate to make any final recommendations with respect to their funding. Prior to new awards being made, however, continuation awards are made to those projects in their second or third year based on specific criteria. New or first year applications are then awarded with the remaining funds.

SUBPART 1 INDIAN-CONTROLLED SCHOOLS, CFDA #84.072A

Purpose of Program: The Indian-Controlled Schools Enrichment Program is a competitive discretionary program for Indian tribes, organizations and certain LEAs that operate, or plan to establish and operate, a school for Indian children located on or geographically near a reservation. Up to 10 percent of the appropriations under Subpart 1 are set aside for this program for grantees to develop and establish supplemental educational enrichment programs. OIE awards an average of 20 grants per year serving approximately 6,000 students at an annual appropriation of approximately $3.5 million. Awards may range from $82,000 to $366,000. Projects can be funded for one to three years. Tables 5 and 5A show the awards made during fiscal year 1991.

INDIAN EDUCATION ACT - SUBPART 1 PROJECTS, FY 1991
INDIAN CONTROLLED SCHOOLS (ICS) - CFDA #84.072A

Table 5 **ICS CONTINUATION PROJECTS**

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AZ	Rock Point School[1]	175	90/91/92	$ 319,685
2. MN	Heart of the Earth[2]	120	90/91	$ 367,056
3. MN	Red School House[2]	220	90/91/92	$ 229,968
4. MS	MI Band of Choctaws	1,249	90/91/92	$ 344,479
5. OK	Cherokee Nation of OK	75	90/91/92	$ 106,060
6. NM	Santa Fe Indian School[1]	550	90/91/92	$ 171,132
7. NV	Duckwater Shoshone[1]	28	90/91/92	$ 77,349

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
8. SD	Sisseton-Wahpeton S.B.	300	90/91	$ 168,632
9. WA	Quileute Tribal Cncl.	42	90/91/92	$ 228,239
8*	9 CONT. AWARDS - FY 91	3,059	2-2Yr,7-3Yr	$ 2,012,600

[1] Recipient of Subpart 1 formula grant in addition to Subpart 1, ICS grant
[2] Recipient of new Subpart 1 ICS grant and an ICS continuation grant
* Denotes distribution of awards among states. Some have more than one award.

INDIAN EDUCATION ACT - SUBPART 1 PROJECTS, FY 1991
INDIAN CONTROLLED SCHOOLS (ICS) - CFDA #84.072A

ICS NEW PROJECTS

Table 5A

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. MN	Heart of the Earth[2]	250	91/92/93	$ 127,965
2. MN	Red School House[2]	140	91/92/93	$ 260,412
3. MT	Rocky Boy High School	112	91/92	$ 161,067
4. ND	Devils Lake Sioux[1]	400	91/92	$ 184,170
5. ND	Ojibwa Indian School[1]	394	91/92	$ 104,527
6. NM	Alamo Navajo Sch Brd[1]	340	91/92/93	$ 126,976
7. SD	Sicangu Oyate Ho, Inc.		91	$ 22,244
5 States	7 NEW AWARDS - FY 91	1,636	1-1Yr, 3-2Yr, & 3-3Yr	$987,361
8 States	9 CONT. AWARDS - FY 91	3,059	2-2Yr, 7-3Yr	$2,012,600
5*	16 NEW AWARDS - FY 91	4,695	1-1Yr, 5-2Yr, & 10-3Yr	$ 2,999,961

Source: Office of Indian Education Program Files

[1] Recipient of Subpart 1 formula grant in addition to Subpart 1, ICS grant

[2] Recipient of new Subpart 1 ICS grant and an ICS continuation grant

* Denotes distribution of awards among states. Some states received more than one ICS award.

The following information was taken from the Fiscal Year 1990 Annual Evaluation Study conducted by the Department of Education Office of Planning, Budget and Evaluation. The information primarily covers Indian Controlled Schools.

Program Administration: A 1983 evaluation report noted the failure of LEAs to maintain eligibility information as required to ensure the Indian Education Act funds are generated only by Indian children eligible to be counted under the Act. However, LEAs appear to have made substantial improvements since 1983.

Indian Controlled Schools received an average of $4,700 per pupil from the Bureau of Indian Affairs, whereas nearby public school received $3,400 per

pupil from State, local, and Federal sources, including Impact Aid funds. Federal categorical programs generated additional per pupil revenues of $2,140 for ICSs, compared with $800 for nearby public schools.

Although teacher salaries averaged 20 percent lower at ICS than at local comparison schools, instructional salary outlays were 60 percent higher because ICS staffing ratios were twice those of the public school. Staffing ratios and spending levels also were affected by school size. The five top-spending ICSs averaged only 13 students per grade served, compared with 32 students for other ICS, and 48 at nearby public schools.

Outcomes: Measured against national standards, most ICS students were performing in the low to low-average range. Only about 10 percent scored in the top two-fifths of the national distribution, while from 60 to 75 percent were in the bottom two-fifths. No significant differences were found among average scores of ICS students, Indians at nearby public schools, and a national sample of 1982 Indian seniors.

Wide differences in 12th grade performance were observed among ICSs; school averages ranged from the 57th to the 5th percentile of the national distribution for all U.S. high school seniors.

Attendance rates at ICSs were lower than national, state, and local public school rates. On the average, ICS students missed from 12 to 20 percent of the school year. Midyear withdrawal rates at ICSs were 50 to 100 percent higher than for Indian students at nearby comparison schools. Net student turnover was even higher, because of substantial midyear entries.

Large differences were observed among the 25 ICSs in the study; five had very good retention and attendance rates, while at the other extreme, two had attrition rates close to 50 percent and average attendance rates of under 70 percent. The study concluded that a number of these schools need special aid and technical assistance or simply may be too small for efficient operations.

The Department's national longitudinal study of bilingual programs reported that LEP American Indian children scored substantially below national norms; their performance ranged from the 15th percentile to the 35th percentile on standardized achievement tests. According to the study, LEP Indian students' scores for vocabulary, reading, and math declined sharply, relative to the national norm, from the first to the second grade. However, on a nonverbal aptitude test the Indian students scored at the national norm; these results clearly indicate that academic aptitude does not account for low achievement scores. Test scores of schools funded by the Bureau of Indian Affairs show that their students are falling well behind other students nationwide in their ability to demonstrate learning or reading, language, and mathematics skills.

Supbart 2 - EDUCATIONAL SERVICES FOR INDIAN CHILDREN, CFDA #84.061A

Purpose of Program: The Educational Service program is a competitive discretionary grant program that funds State Educational Agencies (SEAs), LEAs, and Indian tribes, organizations and institutions to develop and to establish educational services that improve educational opportunities for Indian children and for enrichment projects. Grants are also awarded for programs that encourage Indian students to acquire a higher education and to reduce incidence of dropouts among Indian elementary and secondary school students. Such awards are made to consortia of LEAs, Indian tribes or organizations, and institutions of higher educations (IHEs). Funding for an average of 25 projects is awarded each year serving approximately 4,400 students at a total of approximately $4.0 million. Awards may range from $46,000 to $451,000. Projects are funded for one to three years. The following table lists those projects funded during FY 1991.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A

Table 6 CONTINUATION PROJECTS

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. CA	PICES	90	90/91/92	$ 173,485
2. CA	PICES	90	90/91/92	$ 46,368
3. MN	Red School House[1]	100	91/92	$ 151,953
4. MN	Red School House[1]	60	90/91/92	$ 130,586
5. MS	MS Band of Choctaws[2]	283	90/91/92	$ 224,687
6. NM	Santa Fe Indian School	545	90/91/92	$ 224,687
7. OK*	Cherokee Nation of OK[2]	700	90/91	$ 139,255
8. OK	Cross-Cultural	149	90/91	$ 124,440
9. OK	IKWAI Force	125	90/91/92	$ 152,257
10. OK	Wyandotte Tribe/OK	24	90/91/92	$ 97,756
11. WA	United Inds./All Tribes	40	90/91/92	$ 156,192
12. WA	United Inds./All Tribes	320	90/91/92	$ 178,135
13. WA	United Inds./All Tribes	210	90/91/92	$ 138,853
6*	13 CONT. AWARDS - FY 91	2,736	2-2 Yr, 11-3 Yr	$ 1,859,316

Source: Office of Indian Education Program Files, FY 1991

[1] Recipient of Subpart 1 formula grant in addition to Subpart 1, ICS grant

[2] Recipient of new Subpart 1 ICS grant and an ICS continuation grant

* Denotes distribution of awards among states. Some states received more than one award.

[1] Recipient of Subpart 1 formula grant in addition to Subpart 1, ICS grant
[2] Recipient of new Subpart 1 ICS grant and an ICS continuation grant
* Denotes distribution of awards among states. Some states received more than one award.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A, cont.

NEW PROJECTS

Table 6A

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AZ	Rock Pt. Comm. School	208	91/92/93	$ 226,022
2. CA	Ind. Manpower Consortm.	440	91/92	$ 167,759
3. CA	Soboba Band of Indians	145	91/92	$ 253,319
4. MD	Baltimore Amer Ind Ctr	60	91/92/93	$ 107,123
5. MN	Fond Du Lac Res/Cloquet	140	91/92/93	$ 148,360
6. MN	Migizi Communications	200	91/92/93	$ 202,600
7. NE	Lincoln Indian Ctr.	75	91/92	$ 106,917
8. NM	Zuni Parents for Educ.	48	91/92/93	$ 193,559
9. TN	Native Amer. Ind. Org.	38	91/92/93	$ 160,525
10. UT	Davis Co. Ind Parent	110	91/92/93	$ 162,853
11. WA	Tulalip Tribes/Marysvle	543	91/92/93	$ 62,310
12. WI	Lac Courte Oreilles Tr.	90	91	$ 139,668
13. WI	Red Cliff Band/Lk. Sup.	500	91/92/93	$ 204,625
10*	13 NEW AWARDS - FY 91	2,597	1-1Yr, 2-2Yr, 9-3Yr	$ 2,135,640

Source: Office of Indian Education Program Files, FY 1991
* Denotes distribution of awards among states. Some states received more than one award.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A

NEW AND CONTINUATION AWARDS, FY 91

Table 6B

STATES	NUMBER OF AWARDS	# SERVED	GRANT AMOUNT
6	13 Continuation Awards	2,736	$ 1,859,316
10	13 New Awards	2,597	$ 2,135,640
13*	26 Applications Funded	5,333	$ 3,994,956

Source: Office of Indian Education Program Files, FY 1991

* Denotes distribution of awards among states. Some states received more than one award.

Subpart 2 - EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAMS CFDA #84.061F Sect. 5321(d)

Purpose of Program: The Educational Personnel Development component consists of two competitive discretionary grants. Section 5321(d) of the EPD program provides funding to prepare persons to serve Indian students as teachers, administrators, teacher aides, social workers, and ancillary educational personnel, and to improve the qualifications of persons serving Indian students in these capacities. Typically under this section of the EPD authority, fellowship programs may be offered which lead to advanced degrees, for institutes and, as part of a continuing program, for seminars, symposia, workshops, and conferences. Such awards are made to Institutes of Higher Education (IHEs) and to State and local education agencies in combination with IHEs. An average of 7 projects are awarded each year at a total of approximately $1 million. Awards may range from $60,000 to $226,000. The following tables are those EPD entities funded under section 5321(d). Project period is up to three years.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
EDUCATIONAL PERSONNEL DEVELOPMENT - CFDA #84.061F

Sect. 5321(d) - GRANTS PRIMARILY to INSTITUTIONS of HIGHER EDUCATION

Table 7

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. CA	Humboldt St. University	100	91	$ 571,100
2. MT	Blackfeet Comm. College	115	91/92	$ 104,673
3. MT	Montana State Univ.	15	91	$ 278,972
4. MT	Stone Child College	15	91	$ 152,765
5. PA	Penn State University	10	91	$ 199,407
6. WY	Univ. of Wyoming	15	91	$ 182,045
4*	6 AWARDS - FY 91	270	YEAR 3[1]	$ 2,135,640

* Denotes distribution of awards among states. Some states received more than one award.
[1] In FY 1991, most EPD projects were in the last year of a three-year grant

Subpart 2 - EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAMS CFDA #84.061F, Sect. 5322

Purpose of Program: Section 5322 of the Educational Personnel Development Programs provides funding to prepare individuals specifically to teach or administer special programs designed to meet the special education needs of Indian people, and to provide in-service training for persons teaching in such programs. Grants are also awarded to IHEs, Indian organizations and Indian tribes with priority given to Indian institutions and organizations. An average of seven projects are awarded each year at a total of approximately $1 million. Awards may range from $50,000 to $230,000. Project period is up to three years. The following tables show those EPD projects funded under section 5321 and a summary table of FY 91 projects.

Sect. 5322 - GRANTS PRIMARILY to INDIAN TRIBES/INDIAN ORGANIZATIONS

Table 7A

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. OK	Amer. Ind. Resource Ctr	26	91	$ 151,823
2. OK	Amer. Indian Rsrch/Dev.[1]	10	91	$ 232,736
3. OK	Cross Cult. Educ. Ctr.	6	91/92	$ 104,775
4. OK	Cross Cult. Educ. Ctr.	12	91	$ 146,462
5. NM	Ramah Navajo Sch. Brd.	33	91	$ 46,215
6. SD	Oglala Lakota College	300	91	$ 213,900
7. WI	Menominee Ind. Tribe	22	91	$ 180,853
4*	7 AWARDS - FY 91	409	YEAR 3[2]	$ 1,076,764

Source: Office of Indian Education Program Files

[1] Office of Indian Education Regional Indian Technical Assistance Center

[2] In FY 1991 most EPD projects were in the last year of a three-year grant

* Denotes distribution of awards among states. Some states received more than one award.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991

EDUCATIONAL PERSONNEL DEVELOPMENT PROJECTS - CFDA #84.061F

Table 7B SECTION 5321(D) AND 5322 GRANTEE SUMMARY

SECT.	NUMBER OF AWARDS	# SERVED	GRANT AMOUNT
5321(D)	6 Higher Education Inst. 5321(d)	270	$ 1,099,905
5322	7 Indian Tribes/Organizations 5322	409	$ 1,076,764
8*	13 Applications Funded	679	$ 2,176,669

Source: Office of Indian Education Program Files, FY 1991

* Denotes distribution of awards among states. Some states received more than one award.

Subpart 2 - PLANNING, CFDA #84.061C
PILOT, CFDA #84.061D
DEMONSTRATION, CFDA #84.061E

Purpose of Programs: The Planning, Pilot and Demonstration (PPD) program is a competitive discretionary grant program that funds projects to plan or test, and demonstrate the effectiveness of educational approaches that improve educational opportunities for Indian students at the elementary and secondary levels. Awards are made to state education agencies (SEAs), LEAs, Indian tribes, organizations and institutions, and Federally supported elementary and secondary schools for Indian children. OIE funds an average of 16 projects a year totalling about $1.9 million. Awards may range from $70,000 to $185,000. The following tables show the new and continuation projects awarded under Planning, Pilot, and Demonstration categories during fiscal year 1991. Planning grants are awarded for one year only. Pilot and Demonstration projects can be funded for up to three years.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
PILOT (CFDA #84.061D) & DEMONSTRATION PROJECTS (CFDA #84.061E)

PILOT

Table 8 CONTINUATION PROJECTS

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AK	Sitka Community Assoc.	360	90/91	$ 145,497
2. OK	Amer. Indian Rsrch/Dev.[1]	150	90/91	$ 133,753
2*	2 AWARDS - FY 91	510	2 YEARS	$ 279,250

[1] Office of Indian Education Regional Indian Technical Assistance Center
* Denotes distributions of awards among states.

DEMONSTRATION

Table 9 CONTINUATION PROJECTS

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AZ	Rock Point School, Inc	253	90/91/92	$ 192,583
2. CO	Denver Indian Center	269	90/91/92	$ 176,737
3. DC	ORBIS Associates[1]	196	90/91	$ 144,024
4. OK	Amer. Indian Rsrch/Dev.[1]	400	90/91	$ 91,046
4*	4 AWARDS - FY 91	1,118	3-3Yr & 2-2Yr	$ 604,390

[1] Office of Indian Education Regional Indian Technical Assistance Center
* Denotes distribution of awards among states.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1991
PLANNING (CFDA #84.061C)
PILOT (CFDA #84.061D)
& DEMONSTRATION PROJECTS (CFDA #84.061E)

PLANNING

Table 10 — NEW PROJECTS

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. OK	Amer. Indian Rsrch/Dev.[1]	0	91	$ 92,447
2. WA	Puget Sound Tribal	1,270	91	$ 55,139
2*	2 AWARDS - FY 91	1,270	1 Yr Only	$ 147,586

[1] Office of Indian Education Regional Indian Technical Assistance Center
* Denotes distribution of awards among states.

PILOT

Table 11 — NEW PROJECTS

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AK	Kodiak Area Native Assoc	45	91	$ 81,446
2. OK	Amer. Indian Rsrch/Dev.[1]	220	91/92/93	$ 117,423
3. OK	Cherokee Nation of OK	6,000	91/92/93	$ 79,419
4. MI	Hannahville Tribal Cncl	18	91	$ 44,051
5. MN	Upper Midwest Amer Ind	75	91/92/93	$ 167,976
6. NM	Natl. Ind. Youth Ldrshp	80	91/92/93	$ 133,423
5*	6 AWARDS - FY 91	6,438	2-1Yr,4-3Yr	$ 623,738

[1] Office of Indian Education Regional Indian Technical Assistance Center
* Denotes distribution of awards among states.

DEMONSTRATION
NEW PROJECTS

Table 12

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. OK	Parents Acad/Cult Enrch	31	91/92/93	$ 103,828
2. MI	Hannahville Tribal Cncl	78	91	$ 54,919
3. MN	Red School House, Inc.	110	91/92	$ 120,321
3*	3 AWARDS - FY 91	219	1-1Yr, 1-2Yr, 1-3Yr	$ 279,068

* Denotes distribution of awards among states

Subpart 3 - EDUCATIONAL SERVICES FOR INDIAN ADULTS, CFDA #84.062A

Purpose of Program: Educational Services Program is a competitive discretionary grant program for Indian tribes, organizations and institutions to support programs that improve education opportunities for adult Indians. OIE funds an average of 32 adult education grants a year at an appropriation level of approximately $4.2 million. Awards may range from $28,000 to $307,000. Project period is from one to three years.

INDIAN EDUCATION ACT - SUBPART 3 PROJECTS, FY 1991

EDUCATIONAL SERVICE FOR INDIAN ADULTS (CFDA #84.062A)
CONTINUATION PROJECTS

Table 13

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. MI	Grand Traverse Band Ind	124	90/92	$ 147,518
2. MI	Sault Ste. Marie Chipp	100	90	$ 77,400
3. MN	American Indian OIC	400	90	$ 145,581
4. MN	Heart of the Earth	300	90	$ 251,632
5. MN	Migizi Communications	600	90/92	$ 233,611
6. MT	Ft. Belknap Comm. Coll.	500	90/92	$ 145,150
7. MT	Little Big Horn College	150	90/92	$ 146,187
8. MT	Stone Child College	450	90/92	$ 128,842
9. NY	Seneca Nation/Indians	300	90/92	$ 49,971
10. OK	Cherokee Nation/Okla.	300	90	$ 228,706

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
11. OK	Inter-Tribal Cncl, Inc.	330	90/92	$ 120,618
12. SD	Sisseton-Wahpeton	120	90	$ 89,028
13. UT	Ute Indian Tribe	315	90	$ 91,953
14. WA	Snoqualmie Tribe	75	90	$ 129,293
15. WA	United Inds./All Tribes	200	90/92	$ 192,643
8*	15 AWARDS - FY 91	4,264	1Yr-7, 2Yr-8	$ 2,178,133

Source: Office of Indian Education Program Files, FY 1991
* Denotes distribution of awards among states.

EDUCATIONAL SERVICE FOR INDIAN ADULTS (CFDA #84.062A)
NEW PROJECTS

Table 13A

STATE	ORGANIZATION	# SERVED	YRS FUNDED	GRANT AMOUNT
1. AZ	Cocopah Indian Tribe	60	92/93	$ 127,676
2. AZ	Salt River Pima/Maricopa	300	92/93	$ 107,552
3. FL	Miccosukee Tribe/Inds.	60	92/93	$ 277,060
4. MI	Saginaw Chippewa Tribe	80	92	$ 54,779
5. MS	Mississippi Bnd/Choctaw	250	92/93	$ 285,298
6. MT	Dull Knife Mem. College	120	92	$ 165,447
7. MT	Salish-Kootenai College	125	92/93	$ 193,824
8. MT	Standing Rock College	200	92/93	$ 172,148
9. NC	Lumbee Regional Develp.	165	92/93	$ 146,999
10. ND	Turtle Mt. Comm. Coll.	195	92/93	$ 49,544
11. NE	Indian Center, Inc.	300	92	$ 180,489
12. NV	Las Vegas Indian Ctr.	190	92	$ 107,770
13. WA	Nisqually Indian Tribe	216	92/93	$ 162,043
10*	13 AWARDS - FY 91	2,261	1Yr-4, 2Yr-9	$2,030,629

Source: Office of Indian Education Program Files, FY 1991
* Denotes distribution of awards among states.

BEST COPY AVAILABLE

EDUCATIONAL SERVICE FOR INDIAN ADULTS (CFDA #84.062A)
NEW and CONTINUING PROJECTS, FY 1991

Table 13B

STATE	CATEGORY	# SERVED	GRANT AMOUNT
8 States	15 Continuations	4,264	$ 2,178,133
10 States	13 New Projects	2,261	$ 2,030,629
16*	13 AWARDS - FY 91	2,261	$ 4,208,762

Source: Office of Indian Education Program Files, FY 1991

* Denotes distribution of awards among states.

ENDNOTE: During the last few years it has become apparent to the National Advisory Council on Indian Education during its annual proposal review that certain organizations and/or institutions have repeatedly applied for and received multiple discretionary awards. During fiscal year 1991 one applicant received five awards totaling approximately $700,000. In addition, this organization is under contract from the Office of Indian Education to administer one of six Regional Technical Assistance Centers. This brings the total of Office of Indian Education funding for this single entity upwards of $1 million. While this is totally legal, and in fact is a reflection of a high degree of expertise in this organization, it does bring up the issue of equity in funding. NACIE is looking further into the matter, perhaps with future recommendations to limit the number of awards any one organization may receive.

INDIAN GIFTED AND TALENTED PILOT PROGRAM

Purpose of Program: The Indian Gifted and Talented Pilot Program was conducted in fiscal year 1990 under a 14-month contract to Turtle Mountain Community College. The purpose of the pilot program was to develop a definition for the Indian gifted and talented; to identify sociological, psychological and education needs of gifted and talented Indian children, to identify appropriate assessment measures, and to identify existing resources for culturally appropriate curriculum materials. Initial findings from the study indicate that American Indian gifted and talented students across the nation are not adequately or appropriately being identified or served in education systems in the United States. The study did reaffirm the value in native languages and cultures as they relate to defining giftedness in Indian students.

Contractor: Indian Education Gifted and Talented Pilot Program
Project Northstar
Turtle Mountain Community College
Belcourt, North Dakota

INDIAN EDUCATION TECHNICAL ASSISTANCE CENTERS (IETACS)

Purpose of Program: Indian Education Technical Assistance Centers contracts are awarded on a competitive basis for operation of six regional technical assistance centers. The IETACS disseminate information, provide training and technical assistance to grantees and prospective grantees in program planning, development management and evaluation. Contracts are awarded for a term not exceeding three years. Awards may range from approximately $328,000 to $525,000. The following were IETAC grantees during fiscal year 1991.

The Office of Indian Education during fiscal year 1990 offered the above services to its formula grantees through contract services with the following entities:

INDIAN TECHNICAL ASSISTANCE CENTER I - In FY 1991 served 74 grantees in states within the eastern region. States are shown with number of grantees. These include:

Alabama - 13
Connecticut - 1
D.C. - 0
Delaware - 0
Florida - 5
Georgia - 0
Illinois - 1
Indiana - 3
Kentucky - 0
Maryland - 4
Maine - 4
Mississippi - 4
N. Carolina - 19
N. Hampshire - 0
N. Jersey - 3
New York - 15
Pennsylvania - 0
Rhode Island - 1
S. Carolina - 0
Tennessee - 0
Vermont - 1
W. Virginia - 0

Contractor: ORBIS Associates, Suite 200, 1411 K Street NW, Washington DC 20005.

INDIAN TECHNICAL ASSISTANCE CENTER II - In FY 1991 served 182 grantees in states within the northern plains region. States are shown with number of grantees. These include:

Iowa - 4	Nebraska - 8
Minnesota - 55	S. Dakota - 46
Montana - 35	Wyoming - 6
N. Dakota- 28	

Contractor: United Tribes Technical College, 3315 University Drive, Bismark, North Dakota 58504

INDIAN TECHNICAL ASSISTANCE CENTER III - In FY 1991 served 106 grantees in states within the northwest region. States are shown with number of grantees. These include:

Oregon - 24
Idaho - 10
Washington -72

Contractor: Gonzaga University, 302 East Sharp, Spokane, Washington, 99258-0001

INDIAN TECHNICAL ASSISTANCE CENTER IV - In FY 1991 served 302 grantees in the southwest region. States are shown with number of grantees. These include:

Arizona - 99	New Mexico - 55
California - 114	Nevada - 12
Colorado - 9	Utah - 13

Contractor: NITRC, Suite 216, 2121 S. Mill Avenue, Tempe, AZ 85282

INDIAN TECHNICAL ASSISTANCE CENTER V - In FY 1991 served 403 grantees in states within the central region. States are shown with number of grantees. These include:

Arkansas - 2	Missouri - 60
Kansas - 8	Oklahoma - 320
Louisiana - 8	Texas - 5

Contractor: American Indian Research and Development, Inc., Suite 200, 2424 Springer Drive, Norman, Oklahoma 73069

INDIAN TECHNICAL ASSISTANCE CENTER VI - In FY 1991 served 48 grantees in the state of Alaska

Contractor: Cook Inlet Tribal Council, Inc., 670 Fireweed Lane, Suite 200, Anchorage, AK 99503

INDIAN EDUCATION ACT - SUBPART 2 FELLOWSHIP PROGRAM, CFDA #087A
FELLOWSHIP RECIPIENTS, FY 1991

Purpose of Program: The Indian Fellowship Program provides fellowships to Indian U.S. citizens who are full-time undergraduate or graduate students at an accredited Institution of Higher Education (IHE). Eligible fields of study are 10 graduate programs leading to a degree in medicine, psychology, clinical psychology, law, education, or a related field and 2) undergraduate or graduate programs leading to a degree in engineering, business administration, natural resources or a related field. OIE awards an average of 125 fellowships per year at an appropriation level of approximately $1.6 million. Individual awards may range from approximately $1,200 to $32,000. The following is a list of new and continuing fellowship recipients during fiscal year 1991.

Table 14

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Allan, Dawn	Turtle Mt. Chippewa	Bus Admin/MS	Univ. of Colorado	CO	$10,372	C	2
Allison, Danita	Seneca	Engineering/BS	Rochester Inst/Tech	NY	$16,211	N	1
Anderson, Candice	Echota Cherokee	Nat. Resources/BS	Univ. of S. Alabama	AL	$ 8,540	C	3
Anderson, Jessiline	Omaha	Psychology/PhD	Utah State Univ.	UT	$ 1,728	C	3
Ballew, Reva	Eastern Band Cherokee	Clinical Psych/PhD	Univ.TN/ Knoxville	TN	$ 7,506	N	1
Bass, Christopher	Creek Nation of OK	Engineering/BS	Univ. of Oklahoma	OK	$ 7,127	C	2
Belgarde, Larry	Turtle Mt. Chippewa	Education/PhD	Stanford University	CA	$11,306	C	2
Belgarde, Mary J.	Isleta Pueblo	Education/PhD	Stanford University	CA	$ 9,610	C	2

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Bendall, Tressa D.	Echota Cherokee	Bus Admin/MBA	Univ.AL/ Huntsville	AL	$ 7,261	N	1
Bentz, Alan	Gros Ventre	Medicine/MD	Univ.CA/ San Fran.	CA	$13,064	C	3
Bernard, Frank	Ottawa/Chippewa	Bus Admin/MA	Central MI Univ.	MI	$ 9,732	N	1
Birkland, Vickie	Cheyenne River Sioux	Psychology/EdD	Univ. of S. Dakota	SD	$ 8,067	N	1
Black Deer, Jenny	Winnebago	Nat Resources/BS	Univ.CA/ Berkeley	CA	$ 8,446	C	
Bostrom, Monica	White Earth Chippewa	Nat Resources/BS	Coll St Scholastica	MN	$ 9,581	C	
Brewington, James	Lumbee	Engineering/BS	MA Inst/Technology	MA	$22,600	C	
Brooks, Brian K.	Lumbee	Law/JD	Univ./ N Carolina	NC	$ 4,903	N	1
Brown, Jon Edward	Chickasaw Nation/OK	Law/JD	Univ. of Michigan	MI	$24,230	N	1
Carson, Brad	Cherokee Nation/OK	Law/JD	Univ. of Oklahoma	OK	$ 7,048	N	1
Chavez, Timothy	Acoma Pueblo	Engineering/BS	NM Inst/Mining Tech	NM	$ 5,813	N	1
Chee, Vernon	Navajo	Medicine/MD	Georgetown Univ.	DC	$25,590	C	
Choteau, Christine	Creek Nation of Okla.	Nat Resources/BS	Dartmouth College	NH	$16,150	C	
Collins, Kenneth	Echota Cherokee	Medicine/MD	Univ. of Alabama	AL	$13,043	C	
Corn, Ronald	Menominee	Nat Resources/BS	Univ WI/Stevens Pt.	WI	$10,550	C	
Cunningham, Ben Jr.	Midu/Greenville Rnch.	Nat Resources/BS	Cal St. Univ/Chico	CA	$ 7,449	C	
Davis, Lola	Kiowa Tribe of Okla.	Educatic·/PhD	Oklahoma State Univ	OK	$ 8,116	N	1

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Dearoff, Victoria	Lummi Tribe of Wash.	Bus Admin/MBA	City U./Bellingham	WA	$ 7,664	N	1
DeMarais, Robert	P. Band Potawatamie	Bus Admin/PhD	Univ. of Oklahoma	OK	$ 7,188	C	
Dial, Brian	Lumbee	Medicine/Pharm Dr.	Campbell University	NC	$13,533	C	
Diver, Charlin	Cherokee Nation/Okla.	Education/MS	Harvard University	MA	$22,814	N	1
Doucet, Randy	Alabama-Coushotta	Law/JD	Univ./Puget Sound	WA	$18,737	N	1
Dukes, Holly Lynn	Echota Cherokee	Bus Admin/BS	Univ AL/Tuscaloosa	AL	$ 4,712	N	1
Enos, Gail	Pima-Maricopa	Law/JD	Arizona St. Univ.	AZ	$ 8,800	C	
Factor, Kenneth	Seminole/Oklahoma	Law/JD	University of Tulsa	OK	$16,800	C	
Falcone, Anthony	Onondaga	Education/PhD	MA Inst./Technology	MA	$24,000	C	
Falcone, Deborah	Onondaga	Engineering/MS	Stanford University	CA	$ 7,665	N	1
Featherman-Sam,Emma	Oglala Sioux	Engineering/MA	MA Inst./Technology	CA	$18,290	N	1
Fogleman, Amelia	Cherokee Nation/Okla.	Law/JD	Univ. of Virginia	VA	$10,488	N	1
Fraelich, Timothy	Turtle Mt. Chippewa	Law/JD	Cornell University	NY	$15,130	C	
Fryear, Jeanette	Chickasaw Nation/OK	Clinical Psych/PhD	Univ. of Arizona	AZ	$ 7,530	N	1
Garner, Robert	Cherokee Nation/Okla.	Law/JD	Univ. of S. Calif.	CA	$25,678	C	1
Garrow, Carrie	Mohawk	Law/JD	Stanford University	CA	$15,879	N	1
Giroux, Jennifer	Rosebud Sioux	Medicine/MD	Univ./N. Dakota	ND	$16,071	N	1

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Greycloud, Judith	Sisseton-Wahpeton	Education/MA	Un.CA/Santa Barbara	CA	$11,071	N	1
Guy, Leanne	Navajo	Bus Admin/MBA	Univ/New Mexico	NM	$19,450	N	1
Hammonds, Chad W.	Lumbee	Law/JD	Wake Forest Univ.	NC	$19,450	N	1
Hampson, Colin C.	Winnebago	Law/JD	Stanford University	CA	$14,745	N	1
Hancock, Jacqueline	Echota Cherokee	Medicine/MD	Univ. of Alabama	AL	$14,653	C	
Harris, William	Shoshoni	Nat Resources/MS	Univ. of Wyoming	WY	$ 6,776	N	
Heaton-Sheufelt, J.	Tlingit Haida	Medicine/MD	Univ. of Washington	WA	$12,012	C	
Hobson, Barbara	Comanche	Education/PhD	Univ. of Oklahoma	OK	$ 4,053	C	
Hofland, Bonnie	Blackfeet/Cree	Education/MS	E. Montana Univ.	MT	$ 8,410	N	1
Hogner, Lindon	Cherokee Nation/Okla.	Law/JD	Yale University	CT	$13,365	C	
Holloman, Michael	Colville	Education/MA	Washington St. Univ	WA	$ 7,384	N	1
Jacks, Thomas	Osage	Engineering/BS	Auburn University	AL	$ 5,749	C	
James, Sally	Oglala Sioux	Law/JD	Univ. of Oklahoma	OK	$12,323	C	
James, Thomas	Echota Cherokee	Engineering/BS	Illinois Inst/Tech	IL	$11,681	N	1
Judd, John	Kiowa	Engineering/BS	Univ. of Oklahoma	OK	$ 6,177	N	1
Kokaly, Raymond	Isleta Pueblo	Engineering/MS	Univ. of Colorado	CO	$13,365	N	1
Koplin, Brett	Rosebud Sioux	Medicine/MD	Mayo Medical School	MN	$14,950	C	

67

68

BEST COPY AVAILABLE

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Lee, Lavon	Oglala Sioux	Education/MA	Univ. of Minnesota	MN	$ 10,875	C	
Littleton, Melissa	Osage	Bus Admin/BS	University of Tulsa	OK	$ 14,192	C	
Lovato, Cindy G.	San Juan Pueblo	Law/JD	Univ. NM Law School	NM	$ 6,088	N	1
Lowry, Garnett	Lumbee	Nat Resources/BS	Emory University	GA	$ 18,600	N	1
Lowry, Lucy	Lumbee	Bus Admin/MS	N. Carolina St Univ	NC	$ 11,668	N	1
Mayotte, Thomas	Bad River Bd Chippewa	Engineering/BS	Purdue University	IN	$ 11,830	C	
McCovey, Michelle	Hoopa	Engineering/BS	Cal Poly St. Univ.	CA	$ 7,058	C	
McGuiness, Melissa	Echota Cherokee	Medicine/MD	Univ. of Alabama	AL	$ 15,118	N	1
McLogan, Patrick	Shoshoni	Psychology/PhD	CA Sch./Prof Psych.	CA	$ 21,920	C	
Mondragon, Robert	Laguna Taos	Education/PhD	Harvard University	MA	$ 10,156	C	
Morgan, Lance	Winnebago	Law/JD	Harvard university	MA	$ 27,635	C	
Morsea, Kathryn	Navajo	Medicine/MD	Univ. Calif./Davis	CA	$ 8,559	C	
Ojaye, Betty	Navajo	Education/PhD	Arizona State Univ	AZ	$ 11,770	N	1
Olli, Randy	Chippewa	Nadicine/MD	Michigan St Univ	MI	$ 6,040	N	1
Ortega-Edwards, M.	Echota Cherokee	Nat Resources/BS	Nat Resources/BS	AL	$ 2,395	N	1
Osler, Linda	Maidu	Psychology/MS	Univ of Montana	MT	$ 6,780	C	
Oyler, Jeffrey	Cherokee Nation/Okla	Kedicine/MD	Univ of S. Alabama	AL	$ 9,615	C	

BEST COPY AVAILABLE

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
O'Gorman, Ann Marie	Winnebago	Law/JD	Arizona St Univ	AZ	$12,934	N	1
Parish, Rose	Lumbee	Law/JD	Yale University	CT	$18,688	C	
Pearce, Rebecca	Nansemond (VA)	Psychology/PhD	Biola University	CA	$16,014	C	
Pond, Dianne	Assininboin Sioux	Medicine/MD	Stanford Med School	CA	$28,492	N	1
Powless, Donna	Menominee	Psychology/PhD	Psychology/PhD	WI	$13,110	C	
Powless, Rochelle	Oneida (WI)	Bus Admin/MBA	Un. WI, Green Bay	WI	$ 7,065	N	1
Quaempts, Rex	Yakima	Medicine/MD	Univ. of Washington	WA	$12,012	C	
Qualls, James	Jamestown Klallam	Engineering/PhD	Cornell University	NY	$11,400	N	1
Quetone, Donald	Cherokee/Kiowa	Education/MA	Univ. of Illinois	IL	$11,467	C	
Quick, Jason Allen	Cherokee Nation/Okla	Bus Admin/BS	MA Inst/Technology	MA	$20,250	N	1
Randall, Juliet	Turtle Mt. Chippewa	Bus Admin/MBA	Am Grad Sch/Int Mgt	AZ	$20,220	N	1
Reeder, Jonathon	Kiowa-Wichita	Education/PhD	UCLA	CA	$10,669	C	
Reimer, Catherine	Alaskan Native	Education/PhD	Geo. Washington U.	DC	$15,291	N	1
Robinson, Walisi	Cherokee Nation/Okla	Nat Resources/BS	Univ of Arkansas	AR	$ 4,157	N	1
Roupe, Tardie Lee	Oglala Sioux	Education/MA	Arizona State Univ.	AZ	$ 8,800	N	1
Rutherford, Paris	E. Band Cherokee	Engineering/MS	Harvard-Radcliff U.	MA	$23,813	N	1
Scheeler, Wayne	Salish-Kootenai	Law/JD	Harvard University	MA	$24,382	C	

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Selwyn, Calvin	Yankton Sioux	Medicine/MD	Univ. of Minnesota	MN	$ 22,076	N	1
Seneca, Jacob M.	Seneca	Bus Admin/MBA	Harvard University	MA	$ 4,830	N	1
Seneca, Mark Wm.	Seneca	Law/JD	Stanford University	CA	$ 15,285	N	1
Shelton, Candace	Osage	Psychology/PhD	Univ of Arizona	AZ	$ 8,930	C	
Shultheis, Dennis	Chinook Puyallup	Medicine/MD	Un of Calif/Davis	CA	$ 13,146	C	
Sing, Dawn	Sisseton-Wahpeton	Bus Admin/BS	Univ of S. Dakota	SD	$ 4,312	N	
Skaflestad, Gwen	Tlinget Haida	Psychology/MA	Lewis & Clark Coll.	OR	$ 11,650	N	1
Smith, Daphine	Echota Cherokee	Nat Resources/BS	Univ. of N. Alabama	AL	$ 5,800	C	
Smith, Rhonda	Shoshoni	Medicine/MD	Dartmouth Med Sch.	NH	$ 29,910	N	1
Speicher, Amanda	Cherokee Nation/Okla	Nat Resources/BS	Dartmouth College	NH	$ 22,995	C	
Steindorf, Francis	Winnebago (WI)	Education/PhD	Univ. of Wisconsin	WI	$ 12,120	C	
Stone Joseph	Blackfeet	Psychology/PhD	Utah St. University	UT	$ 10,856	N	1
Tecumseh, Ramona	Winnebago	Education/PhD	Arizona St. Univ.	AZ	$ 9,970	C	
Thornton, Matthew	Cherokee Nation/Okla.	Law/JD	UCLA	CA	$ 9,776	C	
Timeche, Joan	Hopi	Bus Admin/MBA	N. Arizona Univ.	AZ	$ 7,390	N	1
Tuell, Loretta	Nez Perce	Law/JD	UCLA	CA	$ 9,776	C	
Vaino, Arne	Chippewa	Medicine/MD	Univ. of Minnesota	MN	$ 2,375	N	1

FELLOW	TRIBAL AFFILIATION	FIELD OF STUDY	INSTITUTION	STATE	AWARD	TYPE	YR
Vallie, Rose	Turtle Mt. Chippewa	Law/JD	University of Utah	UT	$ 10,604	N	1
Villegas, Antonio	San Carlos Apache	Bus Admin/MS	Yale University	CT	$ 21,900	C	
Vizenor, Erma	White Earth Chippewa	Education/EdD	Harvard University	MA	$ 10,156	C	
Warne, Donald	Oglala Sioux	Medicine/MD	Stanford University	CA	$ 36,986	C	
Watts, Shannon	Choctaw Nation/Okla	Medicine/MD	Univ.TX/SW Med Ctr.	TX	$ 15,710	C	
Whereat, Patricia	Coos, Unpqua, Sinslow	Nat Resources/BS	Oregon St. Univ.	OR	$ 8,430	C	
Wilson, Judy	Cherokee Nation/Okla	Medicine/MD	Univ. of Oklahoma	OK	$ 8,243	N	1
Wood, Darlene	Squaxin Island Tribe	Clinical Psych/PhD	Calif. Sch/Prof Psy	CA	$ 21,600	C	
Young, Leilus	Echota Cherokee	Engineering/BS	S. Methodist Univ.	TX	$ 8,681	C	
Zachary, Fred	Cherokee Nation/Okla	Engineering/BS	Oklahoma St. Univ.	OK	$ 6,050	C	

Source: Office of Indian Education Program Files

Total Dollars for Fellowships, FY 1991:	$ 1,510,000.00
Average Fellowship Amount:	$ 12,589.99
Maximum Award:	$ 36,986.00
Minimum Award:	$ 1,728.00
Number of Awards:	120
New Awards:	57
Continuations:	63
Tribes Represented:	54
Largest Tribal Representation:	Cherokee

Top Ten Tribes Represented:

Cherokee	11	Seneca	3
Echota Cherokee	10		
Lumbee	7		
Winnebago	6		
Navajo	4		
Turtle Mt. Chippewa	4		
Oglala Sioux	4		
Osage	3		
Kiowa	3		

INDIAN FELLOWSHIP STUDY

Purpose of Study: In fiscal year 1989 Pelavin and Associates was awarded a contract by the Department of Education to conduct a study of the Indian Fellowship Program. The study was descriptive in nature and designed to provide descriptive information on academic programs, degree completion, and subsequent employment of fellowship recipients. Information collected included characteristics of fellows and the institutions they attended, their involvement in the Indian community, and factors that affected their progress, degree completion, and employment status.

The following information was drawn from the fellowship study released in 1991.

METHODOLOGY

The five data-gathering efforts included:

- A review of the Indian Education Office files on each recipient to gather data on recipient characteristics.
- Telephone calls to the Registrars of Institutions attended by recipients to determine current enrollment status.
- Mailing of Questionnaires to recipients to assess outcomes.
- Analysis of the Integrated Postsecondary Education Data Systems (IPEDS) information on institution attended by recipients.
- Telephone calls to institution officials to determine specific services to minorities and Indians.

Additional data-gathering efforts needed for the study:

- Files on all 482 recipients from 1985 to 1989 were reviewed and a data base created and analyzed.
- Telephone calls were made to all 179 institutions attended by recipients; 178 provide information on enrollment status.
- Questionnaires were mailed to all recipients at their latest known address; 269 (56 percent) were completed and returned.
- IPEDS data was extracted for 178 institutions and one institution called to provide IPEDS information.
- All 179 institutions were called: all supplied most of the needed information.

FELLOWSHIP STUDY FINDINGS

Undergraduates:

- More are age 16 to 21 than older;
- More are single than married;
- More have no children than have children;
- Of those who are financially independent of parents, more have incomes under $5,000 than over $5,000;
- Of those who are financially dependent on parents, slightly more families have incomes above $25,000 than have incomes below $25,000;
- More have high school grade point averages over 3.34 than lower;
- About one-third have college grade point averages under 2.67, between 2.67 and 3.33, and over 3.33;
- More have SAT verbal scores below 500 than above, SAT quantitative scores were somewhat higher;
- Most had not taken time out from schooling, had never studied part-time, and had not changed schools within their college program;
- Nearly half were in the field of engineering, and about one quarter in business and natural resources;
- More have had Indian Education Fellowship award amounts between $1,001 and $5,000 than higher or lower;
- Slightly more than half wrote on their applications for the Indian Education fellowship that they were applying for other sources of financial aid. Most often these were federal sources; most often grants;
- A full 74 percent either completed their degree program or are still enrolled.

Graduates:

- More are single than married;
- More have no children than have children:
- Of those who are financially independent of parents, about half have incomes under $5,000, half have incomes over $5,000;
- More college grade point averages between 2.67 and 3.33 than below or above this range;
- The plurality have graduate school grade point averages between 2.67 and 3.33;
- Most have taken time out from schooling, have not studied part-time, and about half have changed schools within a degree program;
- Slightly more than half wrote on their applications for the Indian Education fellowship that they were applying for no other sources of financial aid. When they did apply, it was often for Federal sources; most often grants; and
- A full 80 percent either completed their degree program or are still enrolled.

NUMBER OF INDIAN EDUCATION FELLOWSHIP RECIPIENTS WHO BELONG TO EACH TRIBE
FISCAL YEARS 1985 - 1989

Table 15

TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients
Lumbee	61	Cherokee	39	Navajo	17
Echota Cherokee	15	Minnesota Chippewa	14	Cheyenne River Sioux	13
Turtle Mt. Chippewa	13	Oglala Sioux	11	Creek	9
Blackfeet	8	Choctaw	8	Oneida	8
Osage	8	Standing Rock Sioux	8	Comanche	7
Chippewa Cree	6	Kiowa	6	Rosebud Sioux	6
Seneca	6	Sisseton-Wahpeton Sioux	6	Winnebago	6
Sault Ste Marie Chippewa	5	Three Affiliated Tribes	5	Yakima	5
Assiniboine and Sioux	4	Chippewa (Lac Courte Oreilles)	4	Coharie	4
Eskimo	4	Mohawk (St. Regis)	4	Onondaga	4
Penobscot	4	Tlingit & Haida	4	Alaska Native	3
Arapahoe	3	Cherokee (Eastern Band)	3	Cheyenne (Northern)	3
Ft. Belknap (Gros Ventre)	3	Haliwa-Saponi	3	Hoopa Valley	3
Iowa	3	Lummi	3	Miami	3

TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients
Nez Perce	3	Omaha	3	Ott./Chip. Grand Traverse	3
Pawnee	3	Pueblo of Laguna	3	Aleut	2
Cheyenne-Arapaho	2	Chickasaw	2	Chinook	2
Chippewa, Lac Du Flambeau	2	Colville	2	Comanche/Kiowa	2
Gila River Pima	2	Hopi	2	Houma	2
Little Shell Chippewa	2	Mattaponi	2	Menominee	2
Northern MI Ottawa	2	Salinian	2	Salish Kootenai	2
Seminole/Creek	2	Te-Moak	2	Tuscarora	2
Waccamaw Sioux	1	Yankton Sioux	1	Bishop	1
Caddo	1	Caddo/Wyandotte/Ottawa	1	Catawba	1
Cherokee/Creek	1	Chickahominy	1	Chickasaw/Choctaw (MS)	1
Chippewa	1	Chippewa (Keweenaw Bay)	1	Chippewa (Red Lake)	1
Chippewa (White Earth)	1	Choctaw (Mississippi)	1	Choctaw/Cherokee	1
Coeur D'Alene	1	Cowlitz/Karok	1	Creek (Poarch)	1
Crow Creek Sioux	1	Devils Lake Sioux	1	Dillingham	1
Forest Co. Potawatomi	1	Fort Belknap	1	Gabrieleno	1

TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients
Hoonah	1	Jicarilla Apache	1	Juaneno	1
Laguna/Paiute	1	Lk. Superior Chippewa-Bad River	1	Luiseno Mission (La Jolla)	1
Maidu	1	Makah	1	Mohawk	1
Munsee	1	Muskogee Creek	1	Narragansett	1
Papago	1	Pascua Yaqui	1	Pawnee/Choctaw	1
Pee Dee	1	Peoria	1	Potawatomi	1
Potawatomi (Pokagon)	1	Pueblo	1	Pueblo of Isleta	1
Pueblo of Jemez	1	Pueblo of Taos	1	Pueblo of Zia	1
Pueblo Santo Domingo	1	Pueblo/Pima/Papago	1	Quileute	1
Ramapough Mt. Indians	1	Sac and Fox	1	Schaghticoke	1
Seminole	1	Senecca (Tonawanda)	1	Shinnecock	1
Shoshone	1	Shoshone (Western)	1	Sitka	1
Sitnasuak	1	Spokane	1	Squaxin Island	1
Stockbridge/Munsee	1	Suquamish	1	Tauhina	1
Tlingit	1	Tohono O'Odham	1	Tolowa	1
Tsimshian	1	Unknown	1	Walker River Paiute	1

TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients	TRIBES	# of IEF Recipients
White Mountain Apache	1	Wichita	1	Yavapai-Apache	1
Yupik Eskimo					
TRIBES REPRESENTED 142	**483 AWARDS**				

Source: Descriptive Review of the Indian Fellowship Program, August 24, 1990 By Pelavin & Associates

INSTITUTIONS ATTENDED BY INDIAN EDUCATION FELLOWSHIP RECIPIENTS FISCAL YEARS 1985-1989

Table 16

RANK	INSTITUTION	#	RANK	INSTITUTION	#
1.	Harvard University	26	50.	University of Alabama/Birmingham	2
2.	North Carolina State University	21	51.	University of Alabama/Huntsville	2
3.	University of New Mexico	13	52.	University of Alaska/Fairbanks	2
4.	University of Oklahoma, Norman	13	53.	Boston University	2
5.	North Carolina, University of/Chapel Hill	12	54.	University of California/San Diego	2
6.	Univ. of Oklahoma/Health Science Center	12	55.	University of California/San Francisco	2
7.	Oklahoma State University, Stillwater	12	56.	University of Chicago	2
8.	Arizona State University	11	57.	University of Colorado/Denver	2
9.	University of North Dakota	11	58.	CUNY/Queens Collegeg	2
10.	Pembroke State University	10	59.	Eastern Washington University	2
11.	Stanford University	9	60.	Emory University	2
12.	University of Wisconsin/Madison	9	61.	Evergreen State College	2
13.	Northeastern State University	8	62.	Fort Lewis College	2
14.	Univ. of California/Berkeley	7	63.	Humboldt State University	2
15.	University of Oregon	7	64.	Kansas State University	2
16.	University of Washington	7	65.	University of Kansas	2
17.	Univ. of Calif./Los Angeles	6	66.	Lewis & Clark College	2
18.	Cornell University, Ithaca, New York	6	67.	Massachusetts Institute of Technology	2
19.	Univ. of Minnesota/Minneapolis	6	68.	Mayo Medical School	2
20.	Montana State University	6	69.	Michigan State University	2
21.	Auburn University/Auburn	5	70.	University of Missouri/Columbia	2
22.	Dartmouth College	5	71.	University of North Alabama	2
23.	Georgetown University	5	72.	North Carolina Central University	2
24.	Univ. of Michigan/Ann Arbor	5	73.	University of North Carolina/Charlotte	2
25.	University of Montana	5	74.	Northern Montana College	2
26.	University of Tulsa/Tulsa Oklahoma	5	75.	University of Notre Dame	2
27.	Utah State University	5	76.	Old Dominion University	2
28.	Western Washington University	5	77.	University of Pennsylvania/Philadelphia	2
29.	Colorado State University	4	78.	Southwestern Oklahoma State University	2
30.	University of Colorado/Boulder	4	79.	University of Texas/Austin	2
31.	University of Minnesota/Duluth	4	80.	Tuskegee University	2
32.	University of North Carolina/Greensboro	4	81.	University of Utah	2
33.	University of South Dakota	4	82.	Wichita State University	2
34.	Washington State University	4	83.	Yale University	2
35.	Washington University	4	84.	Andrews University	1
36.	University of Arizona	3	85.	Appalachian State University	1
37.	Brigham Young University	3	86.	University of Arkansas/Fayetteville	1
38.	University of California/Davis	3	87.	Baylor University	1
39.	Campbell University	3	88.	Birmingham-Southern College	1
40.	East Carolina University	3	89.	California Institute of Intregal Studies	1
41.	George Washington University	3	90.	California Institute of Technology	1
42.	Gonzaga University	3	91.	California School of Profesional Psych.	1
43.	North Dakota State University	3	92.	University of California/Chico	1
44.	Oklahoma City University	3	93.	California Sate University/Sacramento	1
45.	Pennsylvania State University/Univ. Park	3	94.	University of California/Irvine	1
46.	University of Southern California	3	95.	Cameron University/Lawton, Oklahoma	1
47.	Texas A&M University/College Station	3	96.	Case Western University	1
48.	William Mitchell College of Law	3	97.	Catawba College	1
49.	University of Wyoming	3	98.	College of Charleston	1

BEST COPY AVAILABLE

INSTITUTIONS ATTENDED BY INDIAN EDUCATION FELLOWSHIP RECIPIENTS FISCAL YEARS 1985-1989
continued

Table 16 cont.

RANK	INSTITUTION	#
99.	Claremont Graduate School	1
100.	College of St. Scholastica	1
101.	College of William and Mary	1
102.	Columbia University	1
103.	Converse College	1
104.	Cornell University Medical Center	1
105.	CUNY/Bernard Baruch College	1
106.	University of Dallas	1
107.	University of Denver	1
108.	Dickinson State College	1
109.	Eastern Montana College	1
110.	Florida Institute of Technology	1
111.	Forest Institute of Professional Psychology	1
112.	Freed-Hardeman College	1
113.	Georgia Institute of Technology	1
114.	Georgia State University	1
115.	University of Georgia	1
116.	Golden Gate University	1
117.	Heritage College	1
118.	University of Houston/Clear Lake	1
119.	University of Idaho	1
120.	University of Indiana/Bloomington	1
121.	Iowa State University	1
122.	Lake Superior State College	1
123.	Louisiana State University/ Hebert Laws	1
124.	University of Maine/Orono	1
125.	Marquette University	1
126.	University of Massachusetts/Amherst	1
127.	Medical College of Georgia	1
128.	Medical College of Wisconsin	1
129.	Mesa Community College	1
130.	Milwaukee School of Engineering	1
131.	National College of Chiropractic	1
132.	National University	1
133.	University of Nebraska/Lincoln	1
134.	University of Nebraska Medical Center	1
135.	University of Nevada/Reno	1
136.	North Carolina A&T University	1
137.	Northeastern Oklahoma A&M	1
138.	Northern Arizona University	1
139.	Northern Oklahoma College	1
140.	Nova University	1
141.	Ohio State University	1
142.	Oklahoma College of Osteopathic Medicine	1
143.	Oregon State University	1
144.	University of the Pacific	1
145.	Palomar Community College	1
146.	Pennsylvania State/Hershey Medical Center	1
147.	Pepperdine University	1
148.	Pittsburg State University	1
149.	Princeton University	1
150.	Purdue University/West Lafayette	1
151.	Samford University	1
152.	San Diego State University	1
153.	San Jose State University	1
154.	Seattle Pacific University	1
155.	Seattle University	1
156.	Shaw University	1
157.	University of South Alabama/Mobile	1
158.	South Dakota State University	1
159.	Southern Connecticut State University	1
160.	University of Southern Illinois/Carbondale	1
161.	Spokane Community College	1
162.	St. Bonaventure University	1
163.	St. Cloud State University	1
164.	St. Lawrence University	1
165.	St. Norbert College	1
166.	St. Olaf College	1
167.	St. Thomas University	1
168.	SUNY/Health Science Center at Syracuse	1
169.	SUNY/Plattsburgh	1
170.	Syracuse University	1
171.	Thomas Jefferson University	1
172.	Tufts University	1
173.	Vanderbilt University	1
174.	University of Virginia	1
175.	Wayne State University	1
176.	Weber State College	1
177.	Wenatchee Valley College	1
178.	University of West Florida	1
179.	University of Connecticut	1

BEST COPY AVAILABLE

FREQUENCIES OF OCCURRENCE OF DESCRIPTORS OF IEF RECIPIENTS

Table 17

	UNDERGRADUATE		GRADUATES		TOTAL	
DESCRIPTORS	#	%	#	%	#	%
GENDER						
Female	86	48%	154	50%	240	49%
Male	94	52%	151	50%	245	51%
AGE						
16 - 21	124	69%	1	0%	125	26%
22 - 26	27	15%	112	37%	139	29%
Over 26	29	16%	192	63%	221	46%
MARITAL STATUS						
Single	163	91%	198	66%	361	75%
Married	17	9%	101	34%	118	25%
# OF CHILDREN						
0	153	85%	176	58%	329	68%
1 or more	27	15%	125	42%	152	32%
FINANCIAL STATUS						
Independent	75	47%	271	94%	346	78%
Dependent	83	53%	17	6%	100	22%
FMLY INCOME-INDEPENDENT						
Under $5,000	53	71%	139	51%	192	55%
$5,000 or above	22	29%	132	49%	154	45%
FMLY INCOME-DEPENDENT						
Under $25,000	39	47%	4	24%	43	43%
$25,000 or above	44	53%	13	76%	57	57%
GPA-HIGH SCHOOL						
Under 2.67	8	6%	-	-	-	-

	UNDERGRADUATE		GRADUATES		TOTAL	
DESCRIPTORS	#	%	#	%	#	%
2.67 - 3.33	38	31%	-	-	-	-
3.33 or above	77	63%	-	-	-	-
GPA-COLLEGE						
Under 2.67	39	32%	37	14%	76	20%
2.67 - 3.33	44	37%	147	55%	191	49%
3.34 or above	37	31%	83	31%	120	31%
GPA-GRADUATE SCH.						
Under 2.67	-	-	25	13%	-	-
2.67 - 3.33	-	-	87	45%	-	-
3.34 or above	-	-	82	42%	-	-

Source: Descriptive Review of the Indian Fellowship Program, August 24, 1990 By Pelavin & Associates

FREQUENCIES OF OCCURRENCE OF DESCRIPTORS OF IEF RECIPIENTS

Table 18

	UNDERGRADUATE		GRADUATES		TOTAL	
DESCRIPTORS	#	%	#	%	#	%
SAT VERBAL SCORES						
Under 500	52	61%	-	-	-	-
500 - 599	25	29%	-	-	-	-
600 - 800	8	9%	-	-	-	-
SAT-QUANTITATIVE SCORES						
Under 500	38	45%	-	-	-	-
500 - 599	27	32%	-	-	-	-
600 - 800	20	23%	-	-	-	-
MCAT TOTAL SCORES						
Under 50	-	-	19	53%	-	-
50 or above	-	-	17	47%	-	-
INSTANCES-STOPPING OUT						
None	89	74%	54	29%	143	46%
At Least One	32	26%	135	71%	167	54%
PART-TIME STUDY						
At no Time	75	99%	112	84%	187	89%
At Some Time	1	1%	22	16%	23	11%
CHANGED SCHOOLS WITHIN A DEGREE PROGRAM						
At no time	131	77%	112	84%	187	89%
At some time	40	23%	22	16%	23	11%
FIELD OF STUDY						
Business Admin.	46	25%	38	12%	84	17%
Education	-	-	64	21%	64	13%
Engineering	84	47%	8	3%	92	19%

	UNDERGRADUATE		GRADUATES		TOTAL	
DESCRIPTORS	#	%	#	%	#	%
Law	-	-	82	27%	82	17%
Medicine	-	-	64	21%	64	13%
Nat. Science/Res.	50	28%	12	4%	62	13%
Psych/Clin. Psych.	-	-	37	12%	37	8%
TOTAL IEF AWARD AMT.-MOST RECENT YEAR						
Under $1,000	23	13%	5	2%	28	6%
$1,000 - $5,000	105	58%	53	17%	158	33%
$5,001 - $10,000	37	21%	103	34%	140	29%
$10,001 - $15,000	9	5%	85	28%	94	19%
$15,001 - $20,000	1	1%	38	12%	39	8%
Over $20,000	5	3%	21	7%	26	5%
NUMBER of OTHER SOURCES OF FINANCIAL AID						
None	76	42%	162	53%	238	49%
One	32	18%	72	23%	104	22%
Two	26	14%	39	13%	65	13%
Three	19	11%	21	7%	40	8%
Four or More	27	15%	11	4%	38	8%
SOURCE OF OTHER FINANCIAL AID (At Least...)						
One Federal source	73	70%	83	58%	156	63%
No Federal source	31	30%	60	42%	91	37%
One State source	22	21%	13	9%	35	14%
No state source	82	79%	130	91%	212	86%
One inst. source	34	33%	57	40%	91	37%
No institutional source	70	67%	86	60%	156	63%

	UNDERGRADUATE		GRADUATES		TOTAL	
DESCRIPTORS	#	%	#	%	#	%
One Tribal source	11	11%	17	12%	28	11%
No Tribal source	93	89%	126	88%	219	89%

Source: Descriptive Review of the Indian Fellowship Review, August 24, 1990 By Pelaving & Associates

FREQUENCIES OF OCCURANCE OF DESCRIPTORS OF INSTITUTIONS ATTENDED BY RECIPIENTS

Table 19

	TOTAL	
DESCRIPTORS	#	%
INSTITUTIONAL CONTROL		
Public	114	63%
Private Non-Profit	64	36%
Unknown	1	1%
INDIAN-CONTROLLED		
Yes	0	0%
No	179	100%
TYPE OF INSTITUTION		
Less-than-four-year college	6	3%
Four-Year college (no graduate school)	6	3%
University	164	92%
Professional school	2	1%
Other	1	1%
ENROLLMENT - FULL-TIME UNDERGRADS		
Under 1,000	20	12%

DESCRIPTORS	TOTAL	
	#	%
1,001 - 5,000	61	36%
5,001 - 10,000	42	24%
10,001 - 20,000	36	21%
Over 20,000	12	7%
ENROLLMENT - FULL-TIME GRADUATES		
Under 1,000	20	12%
1,001 - 5,000	61	36%
5,001 - 10,000	42	24%
10,001 - 20,000	36	21%
Over 20,000	12	7%
PERCENT MINORITY UNDERGRADUATES		
Under 5%	79	48%
1,001 - 5,000	73	44%
5,001 - 10,000	11	7%
Over 10,000	1	1%
PERCENT MINORITY GRAD. STUDENTS		
Under 5%	14	9%
5 - 10%	26	16%
10 - 15%	22	14%
15 - 25%	55	34%
Over 25%	44	27%

Source: Descriptive Review of the Indian Fellowship Program, August 1990 By Pelavin & Associates.

FREQUENCIES OF OCCURANCE OF DESCRIPTORS OF INSTITUTIONS ATTENDED BY RECIPIENTS

Table 20

DESCRIPTORS	TOTAL	
	#	%
PERCENT INDIAN UNDERGRADUATES		
Under 1%	110	70%
1 - 2%	23	15%
Over 2%	23	15%
PERCENT INDIAN GRADUATE STUDENTS		
Under 1%	109	79%
1 - 2%	13	9%
Over 2%	17	12%
PERCENT MINORITY FACULTY		
None	1	3%
.01 - 5%	36	3%
5 - 10%	84	92%
10 - 15%	37	1%
15 - 25%	13	1%
Over 25%	7	4%
PERCENT INDIAN FACULTY		
None	64	36%
.01 - 1%	87	49%
1 - 2%	14	8%
	13	7%
IN-STATE TUITION - UNDERGRADUATES		
UP TO $2,500	98	66%
1,001 - 5,000	8	5%
5,001 - 10,000	25	17%
Over $10,000	17	12%

DESCRIPTORS	TOTAL	
	#	%
IN-STATE TUITION - GRAD. STUDENTS		
Up to $2,500	92	69%
$2,501 - $5,000	11	8%
$5,001 - $10,000	18	13%
Over $10,000	13	10%
SOURCE OF FEDERAL FUNDING FOR INDIAN PROGRAMS		
0	100	56%
1 - 2	59	33%
3 or More	20	11%

Source: Descriptive Study of the Indian Fellowship Program, August 24, 1990 By Pelavin & Associates

BUREAU OF INDIAN AFFAIRS (BIA) EDUCATION PROGRAMS

MISSION STATEMENT

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native Villages as distinct cultural and governmental entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal and Alaska Native village contexts.

LEGISLATION: Since the 1970's, two major laws have restructured the BIA education program. In 1975, the Indian Self-Determination and Education Assistance Act (P.L. 93-638) authorized contracting with tribes to operate education programs. The Educational Amendments Act of 1978 (P.L. 95-561) and technical amendments (P.L. 98-511, 99-89 and 100-297) mandated major changes in both Bureau-operated and tribally contracted schools, including decision-making powers for both Indian school boards, local hiring of teachers and staff, directing funding to schools, and increased decision-making authority to the director of Indian Education Programs within the Bureau.

ELEMENTARY AND SECONDARY EDUCATION PROGRAMS: In FY 1991 the Bureau of Indian Affairs funded 166 elementary and secondary schools and 14 peripheral dormitories for students who attend public schools for a total of 180. The schools and peripheral dormitories are located on 63 reservations in 23 different states. Ninety-two (92) elementary and secondary schools and 8 peripheral dormitories are operated by Indian tribes and tribal organizations under contract or grants. The following chart shows the number of schools and the number of students attending BIA schools during Fiscal year 1991.

In FY 1991, 39,129 students were served in the basic instructional programs and 1,712 students in the dormitory programs for students who attend public schools. This is a total of 40,841 students, an increase of 1,050 students from the FY 90 student count. Table 26 on the following page shows the distribution of students at the various educational settings within Bureau of Indian Affairs. The Bureau operates five off-reservation Boarding Schools. These include: Chemawa Indian School in Salem, Oregon; Riverside Indian School in Anadarko, Oklahoma; Sherman Indian High School in Riverside, California; Flandreau Indian School in Flandreau, South Dakota; and Wahpeton Indian Boarding School in Wahpeton, North Dakota. There are approximately 6,000 teachers, counselors and support personnel consisting of classroom and dormitory aides, food services personnel, transportation personnel, and administrative positions in the Bureau system.

DISTRIBUTION OF BIA STUDENTS, FY 1991

Table 21

DAY SCHOOLS	NUMBER	ADA
BIA-Operated	48	9,175
Contracted	62	10,978
ON RESERVATION SCHOOLS	**NUMBER**	**ADA**
BIA-Operated	39	12,834
Contracted	11	3,938
OFF-RESERVATION SCHOOLS	**NUMBER**	**ADA**
BIA-Operated	5	1,967
Contracted	1	200
PERIPHERAL DORMITORIES	**NUMBER**	**ADA**
BIA-Operated	8	955
Contracted	6	794
TOTAL	180	40,481

Source: Bureau of Indian Affairs, 1991 Fact Sheet

FUNDING FOR BUREAU EDUCATION PROGRAMS

The long-range goal of BIA education programs is to raise the educational achievement level of Indian students in bureau-funded schools to levels that meet or exceed national norms by the year 2000. In working toward this goal, the BIA will continue the initiative begun in FY 1989 to use the Effective Schools Model which places strong emphasis on establishing a clear school mission, developing a quality curriculum, and training teachers and other staff in educational leadership. Additionally, the BIA will manage a program designed to operate and maintain educational facilities.

Under the Bureau system, the major funding category for educational programs is School Operations which: 1) provides basic education and residential programs to Indian students not served by public or sectarian schools; 2) provides residential care for Indian students attending public schools; 3) meets the needs of Indian students and addresses those problems intensified among Indian children because of their situation, such as bilingual needs, counseling,

and guidance; 4) provides operational funding to elementary and secondary schools under contract or grant to tribes; and 5) enhances local control of school operations. In FY 91, Congress approved additional appropriations for school operations programs for elementary and secondary schools to forward fund the 1991-92 school year. Forward funding will allow schools to avoid disruptions of curriculum planning and class operations caused by delays in the federal appropriations process. The major portion of the bureau school operating funds for instruction, boarding, and dormitory costs is distributed directly to bureau-operated and contract schools by a formula using a weighted student funding approach called the ISEP or Indian School Equalization Program formula. The following summary provides an explanation of how the formula is distributed throughout the Bureau system.

Table 22

SUMMARY OF FISCAL YEAR 1991 SCHOOL SYSTEM FUNDING

SCHOOL TYPE	TOTAL ADM	INSTRUCT. WSU	RESIDENT. WSU	G&T WSU	TOTAL FUNDS
Day Schools					$ 77,427,900
Operated (48)	9,175	12,402	-	491	
Contracted (62)	10,978	15,150	-	634	
On-Reservation Boarding Schools					$ 88,694,000
Operated (39)	12,834	16,512	7,895	223	
Contracted (11)	3,938	5,372	2,680	168	
Off-Reservation Boarding Schools					$ 17,162,000
Operated (5)	1,967	2,734	2,914	101	
Contracted (1)	200	356	252	-	
Dormitories					$ 6,330,800
Operated (8)	955[1]	-	1,141	-	
Contracted (6)	794	-	1,203	-	
TOTAL (180)	40,841	52,526	16,085	1,617	$189,615,600
Total includes WSUs calculated for small school adjustments		(450)	(242)		

[1] This number includes 37 instructional students who are counted as boarding students.

ISEP funds are distributed under the School Operations category of the Bureau's education budget and annually makes up approximately 80 percent of the total education budget. Monies used to fund other educational support and administrative school services are provided apart from the formula. Schools which experience greater than a 10 percent decline in enrollment from one year to the next are allowed to average the enrollment of the two years for funding purposes. To facilitate the distribution process a formula utilizing Weighted Student Units (WSUs) is assigned to the different education

activities, such as elementary and secondary education, bilingual education, residential programs, gifted and talented programs, and programs for different types of handicapped students. The formula assigns different weights to the various student categories which reflect the relative costs associated with each educational activity.

In addition to ISEP funds, School Operations receives education funding support including Facilities Operations/Facilities Maintenance; transportation; Solo Parent Program; Technical Support, Tribal Departments of Education; and Substance/Alcohol Abuse education. These programs comprise the remaining 20 percent of BIA education funding under the School Operations category or an additional $7 million. Total funding under school Operations in FY 1991 was over $268 million.

DEPARTMENT OF EDUCATION FUNDED BIA PROGRAMS

In addition to its direct appropriation, the Bureau of Indian Affairs administers and provides technical support from the Department of Education to operate supplemental programs which include P.L. 99-570, Drug Free Schools and Communities Act of 1986; Title VII, Bilingual Education Funds; and Math and Science education. In FY 1991 the Bureau of Indian Affairs received approximately $58 million in Department of Education funding to operate the previously mentioned programs. Most programs are funded by set-aside amounts from the Department of Education except for Bilingual Education funds which Bureau schools apply directly for. In addition to the previously mentioned Department of Education funding, the Bureau received approximately $4.9 million in Indian Education Act Title V formula funds. Since the enactment of Public Law 100-297 in 1988, certain BIA schools have been eligible to apply for Title V formula funds under subpart 1. The total amount of funding received by the BIA from the Department of Education during FY 1991 was in excess of $63 million. The following Table 23 shows the appropriation for BIA education programs during fiscal years 1989 through 1991.

Table 23

BUREAU OF INDIAN AFFAIRS
FUNDING LEVELS BY CATEGORY, FY 89-91

	FISCAL YEAR 89 APPROPRIATION	FISCAL YEAR 90 APPROPRIATION	FISCAL YEAR 91 APPROPRIATION
SCHOOL OPERATIONS			
Indian School Equalization Formula	$164,290,000	$177,937,000	$196,858,000
Institutionalized Handicapped	1,428,000	3,382,000	2,216,000
School Boards (Expenses & training)	1,235,000	1,183,000	-
Student Transportation	11,918,000	12,489,000	15,852,000
Solo Parent Program	108,000	131,000	132,000
Technical Support (Agency & MIS)	8,807,000	6,990,000	7,356,000
Substance/Alcohol Abuse Counselors	2,391,000	2,330,000	2,207,000
Tribal Department of Education	-	99,000	99,000
Administrative Cost grants	-	13,000,000	18,900,000
Forward Funding	-	-	208,900,000
SCHOOL OPERATIONS SUBTOTAL	**$190,177,000**	**$217,541,000**	**$452,520,000**
JOHNSON O'MALLEY	**$ 23,000,000**	**$ 23,252,000**	**$ 24,931,000**
CONTINUING EDUCATION			
Postsecondary Education	$ 11,556,000	$ 12,110,000	$ 10,253,000
Special Higher Ed. Scholarships	1,960,000	2,131,000	2,348,000
Tribally Controlled Community Colleges	12,968,000	15,825,000	21,927,000
Mansfield University	-	395,000	448,000
CONTINUING EDUCATION SUBTOTAL	**$ 26,484,000**	**$ 30,461,000**	**$ 34,977,000**
TRIBE/AGENCY OPERATIONS			
Scholarships	$ 28,476,000	$ 27,635,000	$ 27,870,000
Tribal Colleges Snyder Act Supplement	932,000	904,000	928,000
Adult Education	3,138,000	3,167,000	3,319,000
Adult Vocational Training	17,712,000	17,646,000	16,927,000
SUBTOTAL TRIBE/AGENCY OPERATIONS	**$ 50,258,000**	**$ 49,352,000**	**$ 49,044,000**
TOTAL BIA EDUCATION BUDGET	**$289,919,000**	**$297,354,000**	**$536,541,000**

DEPARTMENT OF EDUCATION, OFFICE OF INDIAN EDUCATION

The Office of Indian Education has been in existence since 1973 when the Indian Education Act was enacted after a series of hearings and reports documenting the educational disadvantagement of the Indian population. The objective of the Indian Education Act is to develop and carry out supplementary elementary and secondary school programs designed to meet the special educational and culturally related academic needs of Indian children and adults, for example to: 1) Improve academic performance, 2) reduce school dropout rates and improve attendance, and 3) integrate the value of cultural education into the school curriculum for Indian children. These programs include: supplementary programs in the schools of local education agencies, and BIA-operated or contract schools; enrichment programs in Indian-controlled schools; special education services to Indian children, including activities to serve gifted and talented Indian students; training for Indian education personnel; fellowships for Indian students; adult education; and regional centers that provide technical assistance. To ensure Indian direction of all these efforts, parental and community participation in program development and implementation is required.

Grantees under Subpart 1 of the Act may use the funds for establishment, maintenance, and operation of supplementary projects that meet the previously mentioned criteria. Projects must be designed in response to a locally conducted needs assessment and with the full cooperation and involvement of an elected committee representing parents of Indian students to be served. Activities may include, but are not limited to: (1) tutorial services in academic skills; (2) instruction of Indian history, arts, music, language, etc.; and (3) home-school liaison services.

Appropriations for Subpart 1 activities increased steadily from $12 million the first year of the program in 1973 to over $58 million in 1981. Funding levels after 1981 began to decline to a low of $47 million in 1987. While funding for Subpart 1 programs decreased during this seven year period, the number of Indian Education Act participants increased by 31,000 from 289,000 to over 320,000 in 1987. Figure 2 shows the funding pattern for Subpart 1 from 1973 to 1991. Since 1987 the appropriation for Subpart 1 services has steadily increased an average of $2 million per year. The level of funding has yet to reach the high of 1981 and the number of students currently being served by Subpart 1 is approximately 350,000. In terms of appropriations, Subpart 2 and 3 have followed the same funding trend as Subpart 1. See Figures 2 through 7 for bar chart comparisons.

Over the past 17 years, over $1 billion has been made available to support Indian Education Act programs. About 1,160 school districts and 100 Indian organizations and tribes receive Federal contributions each year to further their efforts in providing educational services to both federally- and non-federally

recognized Indians. Table 24 shows the appropriation by Subpart and program during fiscal years 1989-91. Figure 1 shows grantees and student participants in FY 91. Figures 1 through 6 illustrate by bar chart the appropriations by subpart from 1973 through 1991. Figure 7 shows the decline in funding for Indian education when compared in constant and 1991 dollars when appropriations are converted to 1991 consumer price index calculations.

Table 24

OFFICE OF INDIAN EDUCATION
FUNDING LEVELS BY SUBPART, FY 89-91

	FISCAL YEAR 89 Appropriation	FISCAL YEAR 90 Appropriation	FISCAL YEAR 91 Appropriation
Subpart 1:			
Local Education Agencies	$49,248,000	$50,825,000	$53,258,983
Indian-Controlled Schools	3,500,000	3,451,000	2,999,961
SUBPART 1 SUBTOTAL	**$52,748,000**	**$54,276,000**	**$56,258,944**
Subpart 2:			
Education Services for Indian Children	$ 3,710,000	$ 4,138,000	$ 4,045,000
Planning, Pilot & Demonstration	1,935,000	1,841,000	1,895,000
Fellowships	1,600,000	1,587,000	1,570,000
Educational Personnel Development	2,262,000	2,230,000	2,214,000
Resource & Evaluation Centers	2,300,000	2,268,000	2,268,000
Gifted & Talented Program	500,000	493,000	0
SUBPART 2 SUBTOTAL	**$12,307,000**	**$12,557,000**	**$11,992,000**
Subpart 3			
Education Services for Adults	$ 4,000,000	$ 4,078,000	$ 4,226,000
Planning, Pilot & Demonstration	0	0	0
SUBPART 3 SUBTOTAL	**$ 4,000,000**	**$ 4,078,000**	**$ 4,226,000**
Subpart 4			
Office of Indian Education	$ 2,206,000	$ 2,403,000	$ 2,545,000
NACIE	292,000	306,000	342,000
SUBPART 4 SUBTOTAL	**$ 2,498,000**	**$ 2,709,000**	**$ 2,887,000**
INDIAN EDUCATION TOTALS	**$71,553,000**	**$73,620,000**	**$75,364,608**

Source: Office of Indian Education 1991-1993 Budget Justifications

INDIAN EDUCATION BUDGET COMPARISONS OF FEDERAL AGENCIES BY PROGRAM, FISCAL YEARS 1986-1991

Table 25

U.S. DEPARTMENT OF EDUCATION	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
Indian Education Act	64,187,000	64,036,000	66,326,000	71,553,000	73,620,000	75,364,608
Impact Aid (Maint./Op.)	221,583,918	222,904,952	234,853,559	239,355,638	243,690,065	247,314,812
Impact Aid (Construction)	7,200,000	Not Available	16,578,200	7,681,000	11,798,215	12,305,000
Indian Vocational Education	9,564,367	10,414,352	10,462,777	10,808,990	11,009,952	11,104,009
Vocational Education Rehabilitation	1,340,000	3,202,500	3,448,750	3,625,750	3,821,000	4,082,000
Minority Science Improvement Program	Not Available	877,663	710,501	548,523	1,100,970	621,966
Institutional Aid	2,252,000	1,777,000	1,569,000	4,402,000	6,585,342	7,840,109
Bilingual Education	Not Available	Not Available	11,286,180	11,286,180	14,194,000	13,600,000
Library Services for Tribes	1,658,250	1,807,500	1,803,750	1,836,525	1,814,340	1,845,360
Personnel Preparation	2,248,480	2,387,867	1,940,421	1,652,247	1,650,272	1,921,363
SUBTOTAL	**310,034,015**	**307,407,834**	**348,979,138**	**352,749,853**	**369,284,156**	**375,999,227**
FUNDED BY THE DEPARTMENT OF EDUCATION BUT OPERATED BY BUREAU OF INDIAN AFFAIRS						
Chapter 1 Set-Aside	22,225,000	24,800,000	27,778,851	27,344,592	25,217,025	31,276,152
Education of the Handicapped	11,239,059	11,517,643	16,518,643	18,286,876	18,215,420	19,044,568
Math and Science	500,000	215,286	400,000	598,375	686,660	678,090
Drug-Free Schools and Communities	-	1,945,000	2,226,512	3,475,000	5,332,000	5,665,000
Bilingual Education	932,405	986,952	1,117,033	1,031,609	1,137,000	1,509,231
SUBTOTAL	34,896,464	39,464,881	48,041,039	50,736,452	50,588,105	58,173,041
DEPT. OF EDUCATION SUBTOTAL	**344,930,479**	**346,872,715**	**397,020,177**	**403,486,305**	**419,872,261**	**434,172,268**
BUREAU OF INDIAN AFFAIRS						
School Operations						
ISEP (Formula & Adjustments)	150,174,000	159,731,000	163,120,000	164,290,000	176,052,000	196,858,030
Institutionalized Handicapped	2,228,000	1,428,000	1,428,000	1,428,000	3,382,000	2,216,325
School Boards (Expenses & Training)[1]	1,182,000	1,235,000	1,235,000	1,235,000	1,183,200	-
Student Transportation	11,139,000	11,812,000	11,962,000	11,817,000	12,489,000	15,581,501
Solo Parent Program	-	-	108,000	108,000	131,000	132,303
Technical Support (Agency & MIS)	8,198,000	8,900,000	8,890,000	8,807,000	6,990,000	7,356,250
Tribal Depts. of Education	-	-	-	-	-	18,900,440
Substance Abuse/Alcohol Education	0	5,400,000	2,400,000	2,391,000	2,330,000	2,207,372
Administrative Cost Grants	-	-	-	-	-	18,900,440
Johnson O'Malley	22,053,000	22,824,000	20,351,000	23,000,000	23,252,000	24,930,675
SUBTOTAL	**174,974,000**	**211,330,000**	**209,494,000**	**213,076,000**	**225,908,000**	**268,282,372**

Table 25, cont.

Continuing Education	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991
Postsecondary Education	8,909,000	9,577,000	13,862,000	11,386,000	12,110,000	10,252,991
Special Higher Education Scholarships	1,750,000	1,750,000	1,910,000	1,960,000	2,131,000	2,347,634
TCCC (Operations/Endowment)	11,701,000	12,853,000	13,786,000	13,900,000	15,825,000	21,927,495
Mansfield University	-	-	-	-	395,000	447,642
SUBTOTAL	22,360,000	24,180,000	29,558,000	27,146,000	30,146,000	34,975,762
Tribe/Agency Operations						
Scholarships	27,988,000	31,229,000	28,770,000	28,476,000	27,635,000	27,870,191
Adult Education	3,557,000	3,566,000	3,141,000	3,138,000	3,167,000	3,318,519
Tribal Colleges Snyder Act. Supp.	892,000	1,183,000	918,000	932,000	904,000	928,111
Adult Vocational Training	22,074,000	21,851,000	20,980,000	17,712,000	17,646,000	16,927,000
Other Employment Assistance	4,624,000	4,331,000	3,264,000	2,787,000	2,992,000	2,274,000
Forward Funding[2]	-	-	-	-	-	208,899,600
SUBTOTAL	59,135,000	62,160,000	57,073,000	53,045,000	52,344,000	260,217,421
Other Programs						
Ofc. of Construction (Interior)	33,884,000	48,110,000	41,160,000	33,650,000	33,710,000	40,418,000
IHS Scholarships (Indian Health Service)	6,499,000	5,418,000	7,646,000	7,896,000	8,799,000	12,371,000
Head Start (Health & Human Services)	35,819,000	39,044,000	41,640,044	41,773,791	48,256,821	56,127,205
Job Training Partnership Act (DOL)	59,544,125	60,959,701	58,106,724	58,996,005	57,910,602	58,441,205
Institute of American Indian Arts	-	-	2,656,000	3,093,000	4,305,000	5,447,000
Administration for Native Americans	27,742,000	28,989,000	29,679,000	29,974,988	31,710,574	31,478,406
TOTAL OTHER PROGRAMS	163,448,125	182,520,701	180,887,768	175,383,784	184,691,997	204,282,676
TOTAL DEPT. of EDUCATION	344,930,479	346,872,715	397,020,177	403,486,305	419,872,261	434,172,268
TOTAL BIA EDUCATION	256,469,000	297,670,000	296,125,000	293,267,000	308,713,000	563,475,555
TOTAL INDIAN EDUC. BUDGET	764,847,604	827,063,416	874,032,945	872,137,089	913,277,258	1,201,930,499

[1] School Boards (Expenses & Training) was moved into Indian School Equalization Program in FY 1991

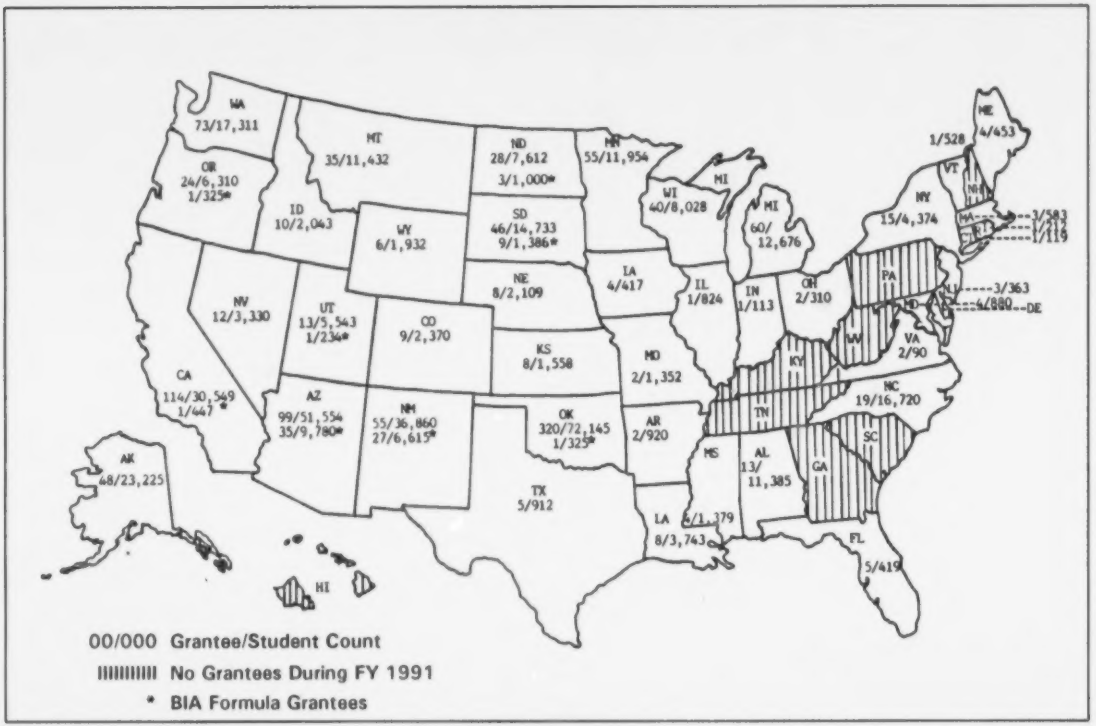
[2] The appropriation for forward funding was for one year only.

Source: Office of Indian Education, Bureau of Indian Affairs Budget Justification, Indian Health Service Budget Justification, Health & Human Services Program Reports, and Department of Labor Financial Reaports, 1986-91.

INDIAN EDUCATION ACT, SUBPART 1

GRANTEE/STUDENT PARTICIPANTS, FY 1991

(Formula Grant Program)



111

FIGURE 1

112

INDIAN EDUCATION ACT

Subpart 1 Appropriations

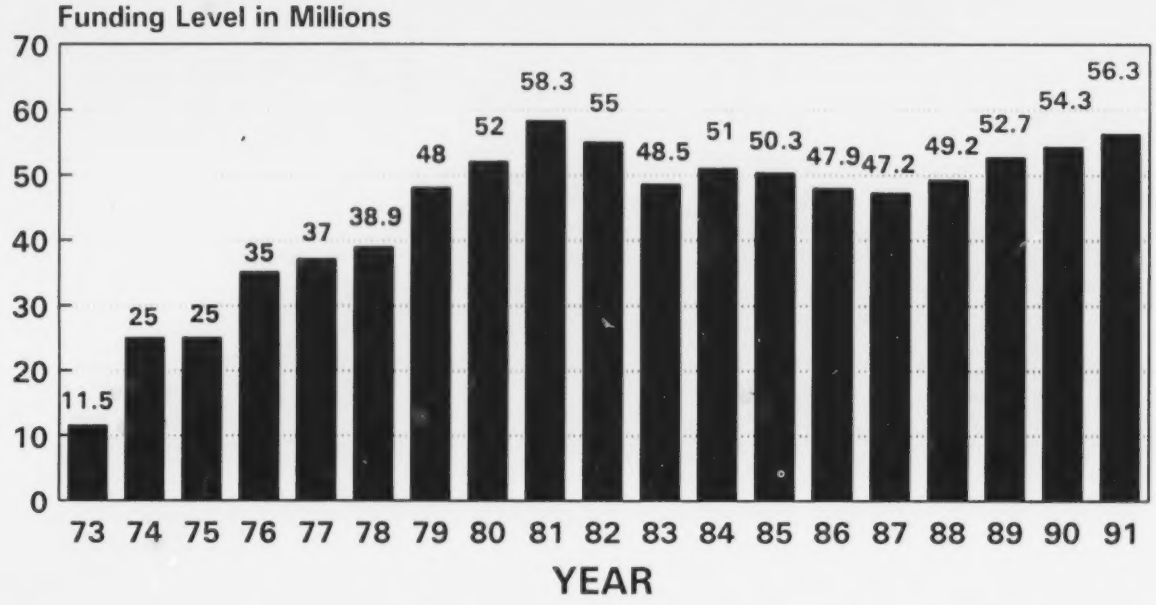


FIGURE 2

INDIAN EDUCATION ACT

Subpart 2 Appropriations

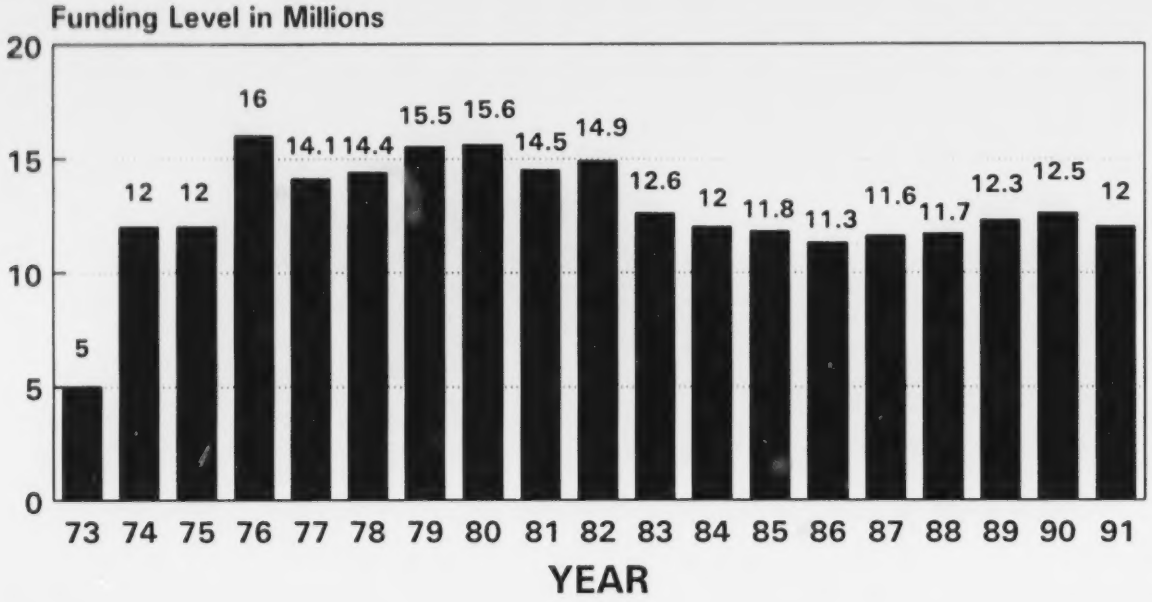


FIGURE 3

INDIAN EDUCATION ACT

Subpart 3 Appropriations

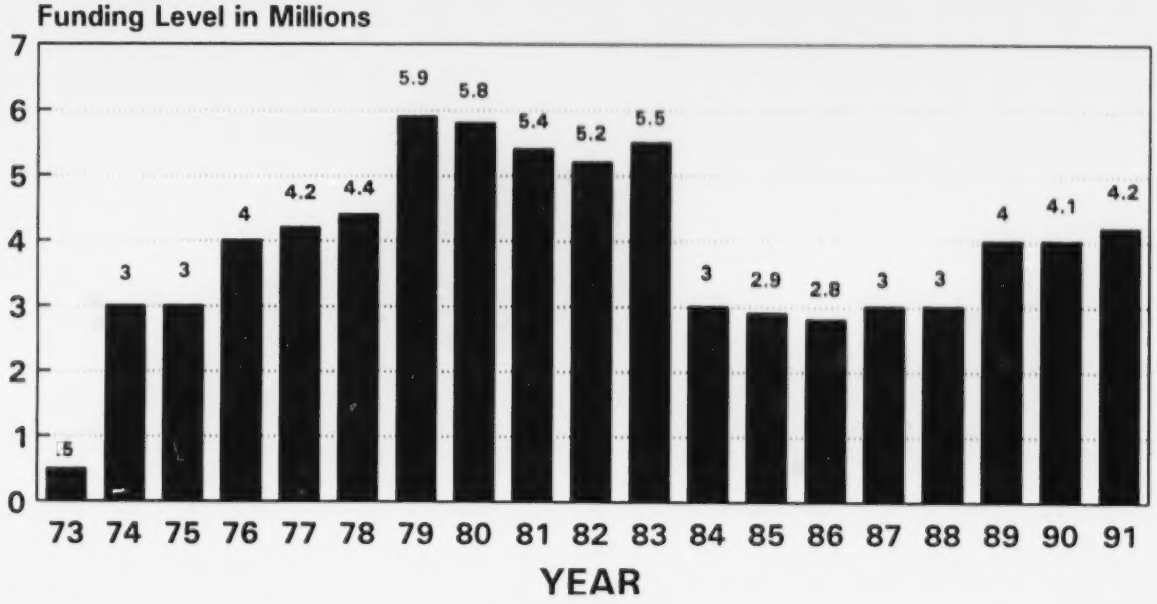


FIGURE 4

INDIAN EDUCATION ACT

Subpart 4 Appropriations

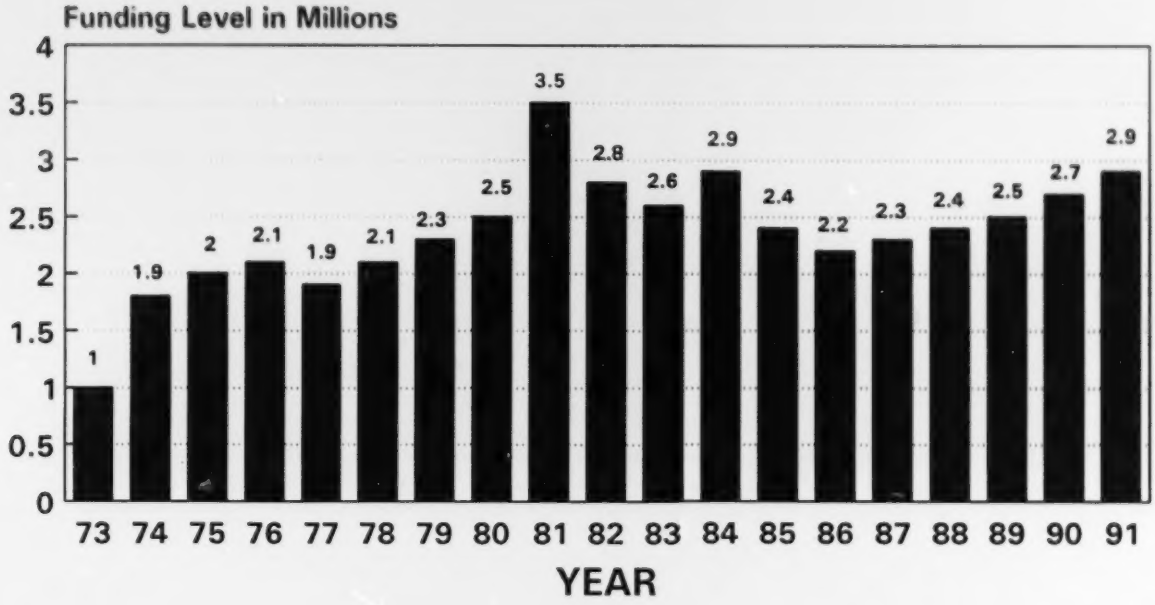
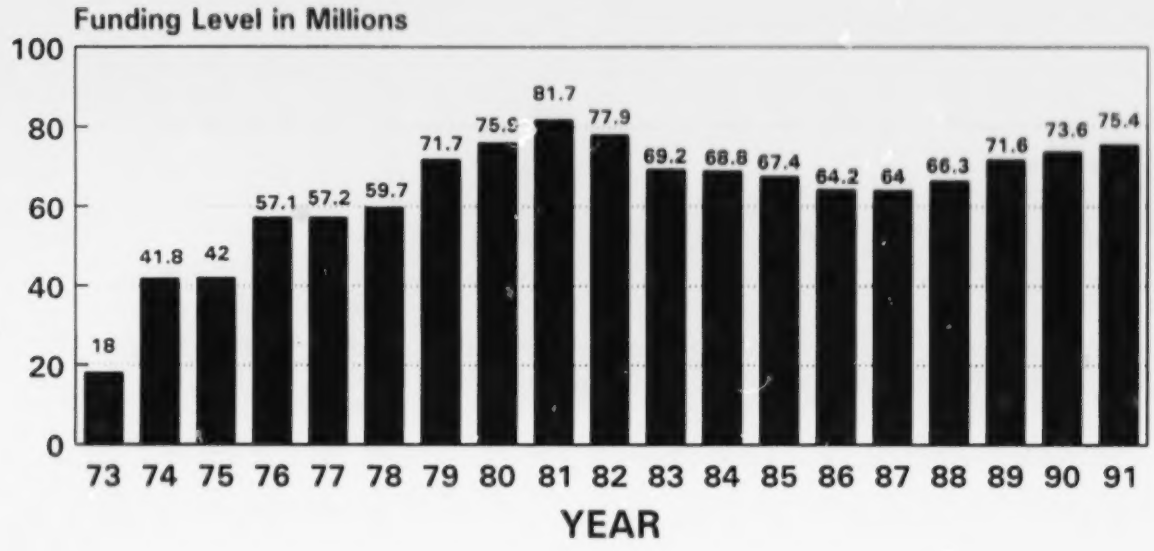


FIGURE 5

INDIAN EDUCATION ACT

Appropriations 1973-91



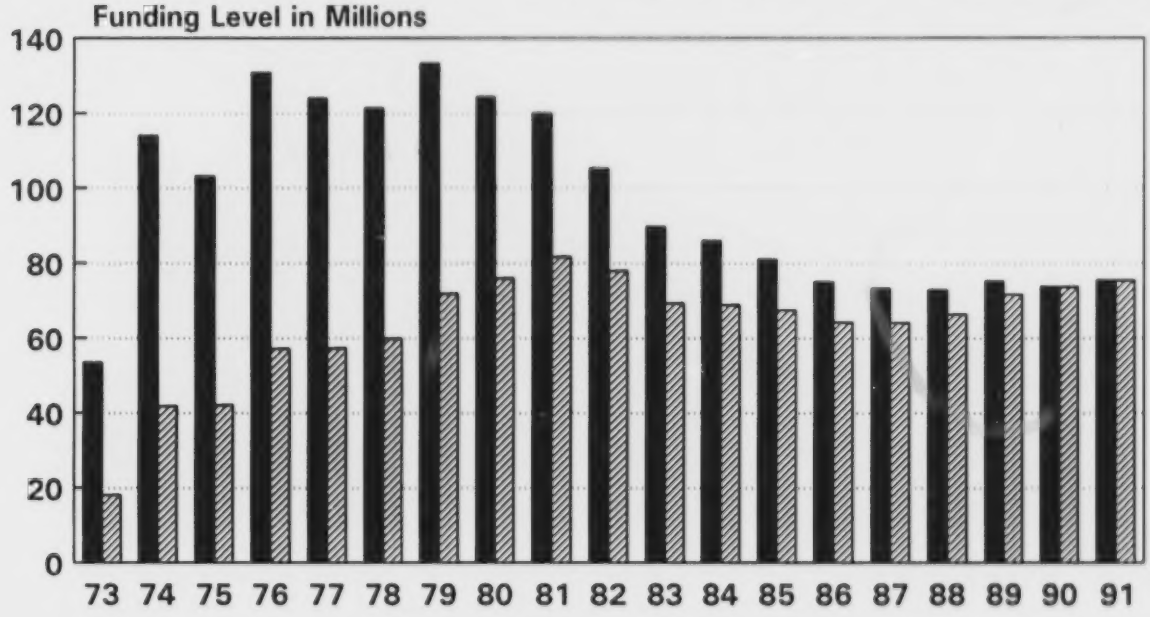
121

122

FIGURE 6

INDIAN EDUCATION ACT

Constant and Actual 1991 Dollars



123

Series 1 = Constant Dollars

Series 2 = Actual Appropriations

FIGURE 7

124

AMERICAN INDIAN AND ALASKA NATIVES IN ELEMENTARY AND SECONDARY EDUCATION - Fiscal Year 1991

The National Advisory Council on Indian Education (NACIE) is cognizant of the effect that education has on the well being of American Indian and Alaska Natives. Tradition and culture are the mainstay of Indian existence and is what separates American Indians from the rest of society. But for Native people to survive in the current global society they must become involved in the American system of education. While education is a means to an end, it should not be at the expense of Native culture. Recent studies, such as the Indian Nations At Risk report, have shown that without the integration of culture and sound education experiences in the life of Native learners, little can be expected to occur that will create positive change. We must excel at one to achieve the other. To determine how we are doing as a people it is necessary to look at how we fit into the total education experience. For the past few years NACIE has been compiling statistical information on education indicators from various agencies, national reports, Department of Education research findings, etc. Data on American Indians and Alaska Natives has been virtually nonexistent until recently and the current attention on Indian issues has permitted us to see how we fit into the total picture. NACIE has some concerns with the data collection process as exemplified with what appears to be grossly inflated higher education enrollment figures in Table 35. NACIE will in the future be looking at methods being employed to identify Indians in various education settings. For the time being, however, we will continue to provide the most current information available on the education status of American Indians and Alaska Natives.

In fiscal year 1991 approximately 46.8 million students attended the nations' public schools in grades K-12. During this period the total public school population increased by 6 million over the previous year and continues an upward trend that began in 1985. Of this number approximately 400,000 were identified as being of American Indian and Alaska Native descent. America's only indigenous population makes up .98 percent of all public school students and .8 percent of the general U.S. population. Students who attend private institutions are increasing their numbers as well. In 1990, 5.3 million students attended K-12 schools and increased by 500,000 to 5.8 million in 1991. The trends that are evident in public and private education are somewhat represented in the Native population as well. The 1991 Native population in public education increased by approximately nine percent over the previous year, but remained virtually unchanged in the private school sector. Overall, American Indians and Alaska Natives make up less than one percent of the total school population in both the elementary/secondary and postsecondary arenas.

The following table illustrates the distribution of Native students in America's public, private, and Bureau of Indian Affairs operated schools. Public school

figures denote Office of Indian Education yearly student counts in Subpart 1 programs for LEAs and does not include BIA students who may be participating in the formula program.

DISTRIBUTION OF AMERICAN INDIAN/ALASKA NATIVE STUDENTS IN K-12 EDUCATION PROGRAMS, 1980-1991

Table 26

YEAR	PUBLIC*	PRIVATE	BIA	TOTAL
1991	347,291	10,352	40,841	398,484
1990	333,494	9,743	39,791	383,028
1989	326,810	10,279	39,368	376,457
1988	324,176	9,200	39,381	372,757
1987	320,405	9,300	39,911	360,411
1986	319,998	9,700	38,475	394,271
1985	329,498	9,100	41,862	380,460
1984	321,665	9,700	40,693	405,006
1983	335,509	10,700	39,331	385,540
1982	304,293	10,000	40,773	356,066
1981	289,504	9,700	36,580	335,784
1980	328,407	10,000	41,604	380,011

Source: Office of Indian Education Programs Budget Justification Reports, Bureau of Indian Affairs Program Office and Justification Reports, and National Catholic Educational Association Annual Reports.

*** Denotes Office of Indian Education Subpart 1 student count only. To prevent duplication, Indian education student count in 1991 does not reflect the 20,155 BIA students participating in the subpart 1 formula program. These students are included in the overall BIA student count however.**

The Bureau of Indian Affairs (BIA) figures are those students counted during fiscal year 1991 who may attend Bureau operated schools or schools operated under grant or contract agreements by individual tribes. For the past three years NACIE has utilized enrollment data from the National Catholic Educational Association (NCEA) for information on the number of American Indian and Alaska Native students attending private institutions. NCEA member schools comprise almost 39 percent of all private schools in grades K-12, but enroll over fifty percent of the private school population in the U.S. While no reliable method is available for calculating the entire private school enrollment of Native children, we do know that over two percent of the NCEA student population are of Indian descent.

Since 1980 the enrollment in BIA schools has remained virtually unchanged at around 40,000 students. Those Indian students enrolled in public schools and counted by the Title V program have increased by approximately 30,000 since

1986. As the next section will point out, the number of Indian students enrolling in early childhood programs will be increasing at a greater rate in the 1990's than in the 80's.

1990 CENSUS AND AMERICAN INDIANS/ALASKA NATIVES

The 1980 Census reported the largest number of Native Americans between the ages 10 and 19 years. This has changed according to the 1990 Census which reports the largest segment of the Native population between the ages of zero and nine. During the same ten-year period shown in Table 26 enrollment increased for the Office of Indian Education formula program participants. BIA enrollment figures fluctuated during the same ten-year period with 1991 having the most students since 1985. The number of Indian students attending private schools remained virtually the same as the previous year. Native students make up such a minute portion of the total K-12 picture that they are almost negligible in comparison, however, their needs as learners remains an obvious concern to Indian educators and the nation. How will the change in the age group of Native Americans affect school enrollment in the future? The following table shows the differences between the 1980 and 1990 Census. The 1980 Census showed that the age range between 10 to 19 years as representing the largest segment of Indian people. The 1990 Census has shown that the age range between 0 and 9 years is currently the largest segment of the Indian population. Within the next few years the influx of Indian children into public, private and tribal education settings will require more resources being targeted to early childhood education programs.

1980 and 1990 CENSUS DATA COMPARISON BY AGE RANGE

Table 27

AGE RANGE	1980	1990	DIFFERENCE	% INCREASE
0-9 Years	286,440	401,396	+ 114,956	40.13%
10-19 Years	313,720	368,516	+ 54,796	17.47%
20-29 Years	259,160	341,126	+ 81,966	31.63%
30-39 Years	190,960	320,850	+ 129,890	68%
40-49 Years	122,760	222,971	+ 100,211	81.63%
50-59 Years	95,480	138,533	+ 43,053	45.1%
60-69 Years	54,560	94,099	+ 39,539	72.47%
70 & Over	40,920	71,743	+ 30,823	75.33%
TOTAL	1,364,000	1,959,234	+ 595,234	43.64%

Source: Dept. of Commerce, Bureau of the Census, Race by Age and Sex National Report, 1991

POPULATION GROWTH AND EDUCATION SPENDING

In addition to the growth experienced by younger American Indians and Alaska Natives during the 80s it is interesting to note how many Indians are counted for program participation in other education programs. By having Native children enrolled in their schools, districts are eligible to apply for additional sources of federal funds. Two of the major revenue generating programs include Impact Aid and Johnson O'Malley. The following briefly explains what each program is and to what extent Indian children participate.

IMPACT AID (MAINTENANCE AND OPERATION)

Impact Aid is intended to compensate local school districts for burdens placed on their resources by federal activity, either through federal ownership of property in the district (which, because it is tax exempt, may decrease funds available for education), or through addition of "federally connected children" to the number of students that it would ordinarily need to educate. Federally connected children include "a" children, those who both live and have parents who work on federal property. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is active duty in the uniformed services. Under Section 3 of the statute a district's entitlement and payment amount varies with the classification of the children; the amount of burden is highest for "a" children, who presumably create the greatest burden on local resources. Higher payments are made for those living on Indian lands and for handicapped children of military families and handicapped children on Indian lands. Indian children do not receive services directly from Impact Aid money but indirectly as deemed appropriate by the school district. In fiscal year 1991 Impact Aid counted 123,225 Indian students who brought in over $260 million to the nation's school districts.

JOHNSON O'MALLEY EDUCATIONAL ASSISTANCE PROGRAM

The Johnson O'Malley (J.O.M.) Educational Assistance Program provides funding for supplemental educational programs for eligible Indian students in public school and programs for three and four year old children to meet their special needs as determined by contractors and local Indian education committees. The Federal Government under the authority of the Johnson O'Malley Act of 1934, as amended, provides financial assistance through the Bureau of Indian Affairs to contractors for eligible Indian students attending public schools to supplement regular school programs and address these problems. The types of supplemental activities provided by J.O.M. program relate to education needs, teacher support, and parental costs. In FY 1991 the J.O.M. program funded 225,871 students in 32 states and under 327 contracts. J.O.M. programs generated $25 million for local school districts.

1990 CENSUS and FEDERAL INDIAN EDUCATION EFFORTS COMPARISON of 5-18 YEAR OLD AMERICAN INDIANS/ALASKA NATIVES BY PROGRAM & STUDENT COUNT

The following table 28 shows by state the Census count of 5-18 year olds in comparison with the Office of Indian Education, Impact Aid and Johnson O'Malley student counts for the 1991 fiscal year. Table 29 shows the amounts generated by Indians during the same period.

Table 28

STATE	90 CENSUS	INDIAN ED SUBPART 1	% of CENSUS	JOHNSON O'MALLEY	% of CENSUS	IMPACT AID	% of CENSUS
AL	4,987	11,385	228.29%	401	8.04%	-	-
AK	24,140	23,225	96.21%	25,962	107.55%	10,805	44.76%
AR	2,969	920	30.99%	-	-	-	-
AZ	62,358	51,554	84.28%	44,610	71.54%	30,536	48.97%
CA	57,265	30,549	53.35%	5,675	9.91%	5,023	8.77%
CO	7,039	2,370	33.67%	829	11.78%	602	8.55%
CT	1,388	119	8.70%	51	3.72%	46	3.36%
DE	415	-	-	-	-	-	-
DC	193	-	-	-	-	-	-
FL	7,502	419	5.59%	505	6.73%	267	3.56%
GA	2,775	-	-	-	-	-	-
HI	1,156	-	-	-	-	-	-
ID	3,939	2,043	51.87%	2,006	50.93%	1,593	40.44%
IL	4,884	824	16.94%	-	-	-	-
IN	3,009	113	3.76%	-	-	-	-
IA	2,116	417	19.71%	537	25.38%	221	10.44%
KS	5,722	1,558	27.23%	577	10.08%	202	3.53%
KY	1,206	-	-	-	-	-	-
LA	5,203	3,743	71.94%	106	2.04%	1	.02%
ME	1,657	453	27.34%	261	15.75%	278	16.78%
MD	2,713	880	32.44%	-	-	-	-
MA	2,756	583	21.15%	-	-	-	-
MI	15,096	12,676	83.97%	3,774	25%	799	5.29%
MN	14,955	11,954	78.93%	8,644	57.80%	2,981	19.93%

STATE	90 CENSUS	INDIAN ED SUBPART 1	% of CENSUS	JOHNSON O'MALLEY	% of CENSUS	IMPACT AID	% of CENSUS
MS	2,583	1,379	53.39%	500	19.36%	449	17.38%
MO	4,567	128	2.80%	11	.24%	-	-
MT	14,640	11,432	78.09%	9,176	62.68%	7,880	53.83%
NE	3,888	2,109	54.09%	2,271	58.41%	868	22.33%
NV	4,698	3,330	70.88%	3,380	71.95%	1,742	37.08%
NH	458	-	-	-	-	-	-
NJ	2,986	363	1.22%	-	-	-	-
NM	40,650	36,680	90.68%	34,163	84.04%	20,622	50.73%
NY	14,392	4,374	30.39%	2,123	14.75%	-	-
NC	21,222	16,720	78.79%	292	1.38%	643	3.03%
ND	8,614	7,612	88.37%	3,581	41.57%	2,383	27.66%
OH	4,336	310	7.15%	-	-	-	-
OK	73,514	72,145	98.14%	46,485	63.23%	14,877	20.24%
OR	10,285	6,310	61.35%	2,746	26.70%	1,207	11.74%
PA	2,971	-	-	-	-	-	-
RI	1,049	212	20.21%	445	42.42%	-	-
SC	1,900	-	-	-	-	-	-
SD	17,238	14,733	85.47%	11,464	66.50%	5,438	36.91%
TN	2,043	-	-	-	-	-	-
TX	14,907	912	6.12%	454	3.05%	57	.38%
UT	7,951	5,543	69.71%	1,145	14.40%	2,557	32.16%
VT	462	528	114.29%	-	-	-	-
VA	2,899	90	3.10%	-	-	-	-
WA	22,260	17,311	77.77%	6,814	39.36%	6,489	29.15%
WV	493	-	-	-	-	-	-
WI	11,471	8,028	69.99%	5,567	48.53%	3,167	27.61%
WY	2,935	1,932	65.83%	1,316	44.84%	1,517	51.69%
TOTAL	530,815	368,146	69.35%	225,871	42.55%	123,226	23.21%

Source: U.S. Bureau of the Census, The younger American Indian, Eskimo and Aleut Population of the United States by Age and Sex for Regions and States: 1990; Office of Indian Education program files for FY 1991; Bureau of Indian Affairs Budget Justification, 1993; Department of Education, Impact Aid program files, FY 1991

1990 CENSUS and FEDERAL INDIAN EDUCATION SPENDING
COMPARISON of 5-18 YEAR OLD AMERICAN INDIANS/ALASKA NATIVES and FUNDS GENERATED
BY STATE, PROGRAM & STUDENT COUNT

Table 29

STATE	90 CENSUS	INDIAN ED SUBPART 1	SUBPART 1 FUNDS	JOHNSON O'MALLEY	J.O.M. FUNDS	IMPACT AID	IMPACT AID FUNDS	TOTAL FUNDS GENERATED
AL	4,987	11,385	$ 1,258,956	401	$ 42,000	-	-	$ 1,300,956
AK	24,140	23,225	$ 6,198,451	25,962	$ 3,931,200	10,805	$ 48,778,817	$ 58,908,468
AR	2,969	920	$ 104,152	-	-	-	-	$ 104,152
AZ	62,358	51,554	$ 6,958,012	44,610	$ 4,671,100	30,536	$ 57,075,499	$ 68,704,611
CA	57,265	30,549	$ 4,354,463	5,675	$ 594,200	5,023	$ 7,178,467	$ 12,127,130
CO	7,039	2,370	$ 361,348	829	$ 86,800	602	$ 944,363	$ 1,392,511
CT	1,368	119	$ 28,224	51	$ 6,000	46	$ 43,068	$ 77,292
DE	415	-	-	-	-	-	-	-
DC	193	-	-	-	-	-	-	-
FL	7,502	419	$ 66,130	505	$ 52,900	267	$ 306,372	$ 425,402
GA	2,775	-	-	-	-	-	-	-
HI	1,156	-	-	-	-	-	-	-
ID	3,939	2,043	$ 200,546	2,006	$ 210,000	1,593	$ 2,067,338	$ 2,477,884

STATE	90 CENSUS	INDIAN ED SUBPART 1	SUBPART 1 FUNDS	JOHNSON O'MALLEY	J.O.M. FUNDS	IMPACT AID	IMPACT AID FUNDS	TOTAL FUNDS GENERATED
IL	4,864	824	$ 70,761	-	-	-	-	$ 70,761
IN	3,009	113	$ 16,744	-	-	-	-	$ 16,744
IA	2,116	417	$ 122,128	537	$ 56,200	221	$ 209,401	$ 387,729
KS	5,722	1,558	$ 239,431	577	$ 60,400	202	$ 251,271	$ 551,102
KY	1,206	-	-	-	-	-	-	-
LA	5,203	3,743	$ 429,438	106	$ 11,100	1	$ 886	$ 441,424
ME	1,657	453	$ 74,333	261	$ 27,300	278	$ 450,400	$ 552,033
MD	2,713	880	$ 175,262	-	-	-	-	$ 175,262
MA	2.756	583	$ 120,568	-	-	-	-	$ 120,568
MI	15,096	12,676	$ 2,243,095	3,774	$ 395,200	799	$ 1,546,142	$ 4,184,437
MN	14,955	11,954	$ 1,966,071	8,644	$ 905,200	2,981	$ 5,229,974	$ 8,101,245
MS	2,583	1,379	$ 137,084	500	$ 52,400	449	$ 395,371	$ 584,855
MO	4,567	128	$ 18,874	11	$ 1,200	-	-	$ 20,074
MT	14,640	11,432	$ 1,697,532	9,176	$ 960,800	7,890	$ 19,878,220	$ 22,536,552
NE	3,888	2,109	$ 318,052	2,271	$ 237,800	868	$ 2,740,751	$ 3,296,603
NV	4,698	3,330	$ 436,650	3,380	$ 353,900	1,742	$ 1,606,161	$ 2,396,711

STATE	90 CENSUS	INDIAN ED SUBPART 1	SUBPART 1 FUNDS	JOHNSON O'MALLEY	J.O.M. FUNDS	IMPACT AID	IMPACT AID FUNDS	TOTAL FUNDS GENERATED
NH	458	-	-	-	-	-	-	-
NJ	2,986	363	$ 94,783	-	-	-	-	$ 94,783
NM	40,650	36,680	$ 4,427,875	34,163	$ 3,577,200	20,622	$ 33,288,962	$ 41,294,037
NY	14,392	4,374	$ 1,159,344	2,123	$ 289,000	-	-	$ 1,448,344
NC	21,222	16,720	$ 2,240,431	292	$ 30,600	643	$ 847,213	$ 3,118,244
ND	8,614	7,612	$ 1,040,519	3,581	$ 375,000	2,383	$ 4,294,773	$ 5,710,292
OH	4,336	310	$ 49,849	-	-	-	-	$ 49,849
OK	73,514	72,145	$ 8,431,309	46,485	$ 4,867,400	14,877	$ 18,623,352	$ 31,922,061
OR	10,285	6,310	$ 1,131,000	2,746	$ 287,500	1,207	$ 3,016,676	$ 4,435,176
PA	2,971	-	-	-	-	-	-	-
RI	1,049	212	$ 43,821	445	$ 46,600	-	-	$ 90,421
SC	1,900	-	-	-	-	-	-	-
SD	17,238	14,733	$ 1,824,863	11,464	$ 1,200,400	5,438	$ 12,315,958	$ 15,341,221
TN	2,043	-	-	-	-	-	-	-
TX	14,907	912	$ 122,300	454	$ 47,500	57	$ 47,507	$ 217,307
UT	7,951	5,543	$ 494,460	1,145	$ 119,900	2,557	$ 4,085,420	$ 4,699,780

STATE	90 CENSUS	INDIAN ED SUBPART 1	SUBPART 1 FUNDS	JOHNSON O'MALLEY	J.O.M. FUNDS	IMPACT AID	IMPACT AID FUNDS	TOTAL FUNDS GENERATED
VT	462	528	$ 100,099	-	-	-	-	$ 100,099
VA	2,899	90	$ 14,130	-	-	-	-	$ 14,130
WA	22,260	17,311	$ 2,605,832	6,814	$ 713,500	6,489	$ 10,823,903	$ 14,143,235
WV	493	-	-	-	-	-	-	-
WI	11,471	8,028	$ 1,462,256	5,567	$ 582,900	3,167	$ 6,334,783	$ 8,379,939
WY	2,935	1,932	$ 359,187	1,316	$ 137,800	1,517	$ 6,129,266	$ 6,626,253
TOTAL	530,815	368,146	$3,198,363	225,871	$4,931,000	123,225	$248,119,796	$26,639,677

Source: U.S. Bureau of the Census, The younger American Indian, Eskimo and Aleut Population of the United States by Age and Sex for Regions and States: 1990; Office of Indian Education program files for FY 1991; Bureau of Indian Affairs Budget Justification, 1993; Department of Education, Impact Aid program files, FY 1991

HIGH SCHOOL GRADUATION TRENDS FOR AMERICAN INDIANS/ALASKA NATIVES

For American Indian and Alaska Native students the final year of high school can be viewed with fear and frustration as preparations for a career after high school begin to take shape. Successfully planning for the future takes money and adequate grades to make the college experience a reality. Even those who plan a vocation other than college will find it difficult to obtain lucrative employment with only a high school diploma. As the demands of society become more technical in nature, it is becoming increasingly harder to succeed with the limited power of a high school diploma. Indeed the amount of education a person possesses can be a measure of how well he or she will do economically in the future. While it is often perceived that American Indians and Alaska Native students receive a "free-ride" through four years of college, in truth few of these individuals actually receive their degree without accruing a sizable debt. Indian students who apply for scholarships through their tribe or with the Bureau of Indian Affairs find that they must meet income guidelines and apply for state and federal sources of financial aid.

Funding trends previously reported by NACIE indicate little increase in the amount of money being directed into higher education programs and if funding trends continue as they have, there will be little funds available to educate the increasing number of high school graduates who want and deserve a chance at post high school education. Data from the most recent U.S. Census has shown that as a nation, the majority of American Indians and Alaska Natives are becoming younger. Since fiscal year 1986 the Bureau of Indian Affairs has requested few, if any, increases in higher education funding even though the number of high school graduates during the same period increased by 11 percent. When the effects of inflation, tuition increases, and an all-time high number of Indian applicants are taken into account, it is unclear why more funds are not requested.

To understand how much money should be going into higher education we need to look at high school graduation trends. By looking at this data a projection of student needs can be calculated. Until recently little, if any, national data was available estimating the number of graduates exiting high school. In July, 1991 the Western Interstate Commission on Higher Education (WICHE) and The College Board issued a report entitled *The Road to College: Educational Progress by Race and Ethnicity.* The report is the first national effort at determining the transfer rate for Indians from high school to college. Highlights of the section on American Indians and Alaska Natives include:

- The American Indian/Alaskan Native population increased 21 percent to just under two million persons between 1980 and 1990.

- Enrollments of American Indians/Alaska Natives in the nations' elementary/secondary schools is expected to increase 29 percent between 1985-86 and 1994-95.

- In 1990, 64 percent of the American Indian/Alaska Native population lived west of the Mississippi River; and almost one-half (46 percent) lived in five states (in rank order): Oklahoma, California, Arizona, New Mexico, and Alaska.

- Enrollments of American Indians/Alaska Natives in the nations' elementary/secondary schools is expected to increase 29 percent between 1985-86 and 1994-95.

- More than one-half (55 percent) of all American Indian/Alaskan Native high school graduates received their degree from a school in Alaska, Arizona, California, New Mexico, of Oklahoma.

- American Indians/Alaska Natives are much more likely than other racial/ethnic groups to enroll in two-year institutions. In 1988, 65 percent of the American Indians/Alaska Natives who enrolled in a postsecondary institution for the first time were enrolled in a two-year institution.

The report includes data from the various regions of the United States and shows that the concentration of American Indians tend to be located in the west and south-central parts of the nation. The following table shows the number of elementary and secondary students reported by the various regions.

AMERICAN INDIAN/ALASKA NATIVE
PUBLIC ELEMENTARY/SECONDARY ENROLLMENTS BY REGION
1985-86 TO 1993-94

Table 30

YEAR	SOUTH/S CENTRAL	WEST	NORTH CENTRAL	NORTH EAST	TOTAL
1985-86	95,000	157,920	56,770	11,410	321,080
1986-87	88,750	166,300	57,080	12,250	324,370
1987-88	90,480	167,590	57,780	12,430	328,280
1988-89	93,140	177,050	58,820	13,600	342,600
1989-90	95,960	182,900	61,360	13,990	354,210
1990-91	98,470	185,330	62,440	14,250	360,490
1991-92	101,610	191,660	64,220	14,430	371,930

YEAR	SOUTH/S CENTRAL	WEST	NORTH CENTRAL	NORTH EAST	TOTAL
1992-93	105,910	197,520	66,440	14,720	384,590
1993-94	111,060	203,650	68,150	15,170	398,030

Source: The Road To College Educational Progress by Race and Ethnicity, Western Interstate Commission for Higher Education/The College Board, July 1991

PUBLIC HIGH SCHOOL GRADUATES BY REGION 1985-86 to 1993-94

Table 31

YEAR	SOUTH/ CENTRAL	WEST	NORTH CENTRAL	NORTH EAST	TOTAL
1985-86	4,950	8,240	2,900	660	16,750
1986-87	4,650	8,510	2,940	720	16,820
1987-88	4,840	8,840	2,950	710	17,340
1988-89	5,150	8,780	3,190	890	18,010
1989-90	5,020	8,310	2,910	870	17,110
1990-91	4,950	8,440	2,820	870	17,080
1991-92	4,860	8,630	2,850	920	17,260
1992-93	4,770	8,790	2,960	870	17,400
1993-94	4,940	8,920	2,880	810	17,540

Source: The Road To College Educational Progress by Race and Ethnicity, Western Interstate Commission for Higher Education/The College Board, July 1991

Previously reported data from NACIE indicated that the majority of American Indians enter two-year institutions as opposed to four-year schools. This may be due simply to cost and location factors. It should be noted that the following information is from the 1990 Census which utilizes self-reported data for tribal membership. Generally the count reported by the Census will exceed official tribal membership counts because persons who do not meet the ancestral requirements for membership may identify themselves as American Indian/Alaska Native. The following Table 32 illustrates the high school completion rates by ethnic group as reported by the American Council on Education (ACE).

PUBLIC HIGH SCHOOL GRADUATES by REGION & ETHNIC GROUP, 1985-86 to 1993-94

Table 32

REGION/ETHNIC GROUP	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
SOUTH/SOUTH CENTRAL TOTAL	735,130	753,880	780,060	787,380	751,190	725,420	716,650	723,720	713,830
White	511,790	528,450	547,560	545,560	509,090	486,570	476,850	476,850	468,080
Total Minority	233,340	225,430	232,500	241,820	241,820	242,100	238,800	246,870	245,750
American Indian[a]	4,950	4,650	4,840	5,150	5,020	4,950	4,860	4,770	5,290
African American	163,960	163,720	168,540	171,810	167,410	162,290	158,660	162,230	159,600
Hispanic	46,500	48,490	49,950	54,250	58,450	59,930	63,090	67,220	68,070
Asian American	7,930	8,570	9,530	10,610	11,220	11,680	11,990	12,650	12,650
WEST TOTAL	447,770	464,990	488,770	480,480	451,420	445,210	454,390	468,480	480,050
White	317,960	328,500	342,560	330,250	301,350	289,050	289,890	293,330	298,910
Total Minority	129,810	136,490	146,210	150,230	150,070	156,160	164,500	175,150	181,140
American Indian[a]	8,240	8,510	8,840	8,780	8,310	8,440	8,630	8,790	8,920
African American	23,580	24,500	25,360	24,830	22,590	22,010	22,190	23,210	23,460
Hispanic	61,250	64,270	68,000	72,240	73,100	78,090	84,540	91,900	95,150
Asian American	36,740	39,210	44,010	44,380	46,070	47,620	49,140	51,250	53,610
NORTH CENTRAL TOTAL	654,660	653,290	674,660	663,600	613,190	580,230	571,310	583,120	573,930
White	574,040	572,700	588,780	574,920	529,730	499,760	491,760	500,670	491,990
Total Minority	80,620	80,590	85,880	88,680	83,460	80,470	79,550	82,450	81,940
American Indian[a]	2,900	2,940	2,950	3,190	2,910	2,820	2,850	2,960	2,880

REGION/ETHNIC GROUP	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
African American	60,320	59,370	62,800	64,240	59,290	56,230	54,000	56,070	54,680
Hispanic	10,670	10,900	11,940	12,630	12,590	12,330	13,250	13,650	14,460
Asian American	6,730	7,380	8,190	8,620	8,670	9,090	9,450	9,770	9,920
NORTHEAST TOTAL	**553,860**	**553,500**	**561,610**	**535,090**	**492,970**	**464,830**	**454,620**	**452,790**	**449,490**
White	452,370	451,120	455,680	431,470	392,630	367,350	357,980	351,820	346,570
Total Minority	101,490	102,380	105,930	103,620	100,340	97,480	96,660	100,970	102,920
American Indian[a]	660	720	710	890	870	920	870	920	870
African American	68,500	67,650	69,130	65,810	61,860	58,420	56,620	58,010	58,040
Hispanic	21,630	22,170	23,280	22,840	22,610	22,560	22,880	24,800	25,860
Asian American	10,700	11,840	12,810	14,080	15,000	15,630	16,630	16,260	17,290
ALL REGIONS	**2,391,380**	**2,425,640**	**2,505,070**	**2,466,540**	**2,308,770**	**2,215,690**	**2,196,950**	**2,228,100**	**2,217,300**
White	1,856,150	1,880,760	1,934,570	1,882,200	1,732,810	1,642,730	1,617,650	1,622,660	1,605,550
Total Minority	535,230	544,880	570,500	584,340	575,960	572,960	579,300	605,440	611,750
American Indian[a]	16,750	16,820	17,340	18,010	17,110	17,080	17,260	17,400	17,540
African American	316,350	315,240	325,820	326,690	311,150	298,950	291,460	299,520	295,780
Hispanic	140,040	145,830	152,800	161,960	166,750	172,910	183,740	197,560	203,540
Asian American	62,090	66,990	74,540	77,680	80,950	84,020	86,840	90,960	94,890

Source: Western Interstate Commission for Higher Education and the College Board, The Road to College: Educational Process by Race and Ethnicity. Boulder, CO: Western Interstate Commission for Higher Education, July 1991.

[a] American Indian includes Alaskan Natives

HIGH SCHOOL COMPLETION RATES

The American Council on Education (ACE) included in its Tenth Annual Status Report on Minorities in Higher Education a look at high school completion rates for most ethnic groups in the U.S. The information pertaining to American Indians and Alaska Natives was extracted from the 1980 Census and the High School and Beyond (HSB) Study conducted by the Department of Education. The Census relies on self reporting by individuals to identify their ethnic heritage which, more than likely, results in an overcount while the HSB sample of American Indians is too small (approximately 300) to be statistically significant. The results, however, do provide an approximate look at the completion rates of Indian students and further illustrates the need for continued and expanded data collection efforts at the federal, state and local level.

The data on high school enrollment indicates that the number of American Indians and Alaska Natives are annually increasing with projections for 1994 to total nearly 400,000. In terms of distribution, Indian students are more concentrated in the west with 51 percent of the high school population. Next is the south and south central region with 27 percent. Third largest is the north central with 17 percent and the northeast with four percent. The enrollment figures of the Indian Education Act Subpart 1 program parallel the growth in regional distribution illustrated by the WICHE report. In 1986 the Office of Indian Education reported approximately 1,000 less students in Subpart 1 programs and over 13,000 less in 1991 than what was reported in the study. The increase could be attributed to identification methods utilized by OIE and those employed by the Census.

PUBLIC ELEM./SEC. ENROLLMENT REPORTED BY THE OFFICE OF INDIAN EDUCATION AND THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Table 33

YEAR	WICHE COUNT	OIE COUNT	DIFFERENCE
1991	360,490	347,291	13,199
1990	354,210	333,494	20,716
1989	342,600	326,810	15,790
1988	328,280	324,176	4,104
1987	324,370	320,405	3,965
1986	321,080	319,998	1,082

Source: Office of Indian Education and Western Interstate Commission on Higher Education, 1991

AMERICAN INDIANS/ALASKA NATIVES IN POSTSECONDARY EDUCATION

The latest available estimates of American Indian and Alaska Natives attending higher education institutions is from the 1990 school year. The Department of Education National Center for Educational Statistics (NCES) reported that 103,000 Indian students were attending the nation's two- and four-year institutions. For the nation as a whole a total of 13.7 million students were enrolled in higher education institutions. Previous to 1990 the earliest available statistical information was from the 1988 school-year where 93,000 Indians were reported. NCES routinely compiles and analyzes statistical reports bi-annually for even numbered years. The next reporting year for postsecondary enrollment data will be 1992.

Between 1980 and 1990 the American Indian population at higher education institutions jumped from 84,000 to over 100,000 for an eleven percent increase. American Indian and Alaska Natives tend to enroll primarily in two-year institutions and have continued this trend since at least 1980. Approximately 48,000 Indians attended four-year institutions during the 1990 school year while 54,000 were estimated to be enrolled at two-year schools. During 1980 37,000 American Indians were attending four-year institutions while 47,000 were attending two-year programs. Enrollment increases at four-year schools increased by 11,000 while enrollment at two-year institutions increased by 7,000. Even though more Indians tend to enter two-year schools the major increase during the ten-year time span was at four-year schools. The following shows the distribution during even numbered years of American Indian participants in undergraduate and graduate level programs.

UNDERGRADUATE, GRADUATE, AND PROFESSIONAL SCHOOL ENROLLMENT IN HIGHER EDUCATION BY RACE/ETHNICITY: BIENNIALLY, FALL 1980 TO 1990 (in thousands)

Table 34

UNDERGRADUATE	1980	1982	1984	1986	1988	1990
Total	10,560	10,875	10,610	10,798	11,304	11,863
AI/AN[1]	**79**	**82**	**78**	**83**	**86**	**95**
Asian	253	313	343	393	437	485
Hispanic	438	485	495	563	631	702
Black	1,028	1,028	995	996	1,039	1,124
Alien[2]	208	220	216	205	205	226
Total Minority	1,797	1,907	1,911	2,036	2,192	2,406
White	8,556	8,749	8,484	8,558	8,907	9,231
GRADUATE						
Total	1,250	1,235	1,344	1,435	1,472	1,574
AI/AN[1]	**4**	**5**	**5**	**5**	**6**	**6**
Asian	28	30	37	43	46	52
Hispanic	27	27	32	46	39	46
Black	66	61	67	72	76	84
Alien[2]	4	5	5	5	6	6
Total Minority	125	123	141	167	167	187
White	1,030	1,002	1,087	1,133	1,153	1,221

UNDERGRADUATE, GRADUATE, AND PROFESSIONAL SCHOOL ENROLLMENT IN HIGHER EDUCATION BY RACE/ETHNICITY: BIENNIALLY, FALL 1980 TO 1990 (in thousands), cont.

Table 34, cont.

PROFESSIONAL SCHOOL						
Total	227	246	278	270	267	274
AI/AN[1]	1	1	1	1	1	1
Asian	6	8	9	11	14	18
Hispanic	7	7	8	9	9	10
Black	13	13	13	14	14	16
Alien[2]	3	3	3	4	5	5
Total Minority	26	29	32	36	39	46
White	248	246	243	231	223	222

[1] American Indian/Alaska Native

[2] Non-Resident Alien

Source: U.S. Department of Education, Natl. Ctr. for Educ. Statistics, Trends in Racial/Ethnic Enrollment: Fall 1980 through Fall 1990, Washington, DC, December 1991.

The following table shows the enrollment trend for various ethnic groups and the nation as a whole.

TOTAL ENROLLMENT TRENDS IN HIGHER EDUCATION
BY CONTROL OF INSTITUTION, RACE/ETHNICITY, and SEX: Biennially, Fall 1980 to 1990

Table 35 (in thousands) % Increase

CATEGORY	1980	1982	1984	1986	1988	1990	1988-90
MEN	5,868	5,999	5,859	5,885	5,998	6,239	4.0
AMERICAN INDIAN	38	40	38	39	39	43	10.3
Asian American	151	189	210	239	259	287	10.8
Hispanic	232	252	254	290	310	344	11.0
African American	464	458	437	436	443	476	7.4
Non-Resident Alien	211	230	231	233	235	248	5.5
Total Minority	885	939	939	1,004	1,051	1,150	9.4
White (Non-Hisp.)	4,773	4,830	4,690	4,647	4,712	4,481	2.7
WOMEN	6,219	6,389	6,376	6,619	7,045	7,472	6.1
AMERICAN INDIAN	46	48	46	51	53	60	13.2
Asian American	135	162	180	209	237	268	13.1
Hispanic	240	267	281	328	370	414	11.9
African American	643	644	639	646	687	747	8.7
Non-Resident Alien	94	101	104	112	126	149	18.3
Total Minority	1,064	1,121	1,146	1,234	1,347	1,489	10.5

CATEGORY	1980	1982	1984	1986	1988	1990	1988-90
White (Non-Hisp.)	5,060	5,167	5,125	5,273	5,572	5,834	4.7
PUBLIC	9,456	9,695	9,458	9,714	10,156	10,741	5.8
AMERICAN INDIAN	74	77	72	79	81	90	11.1
Asian American	240	296	323	371	406	445	9.6
Hispanic	406	446	456	532	587	648	10.4
African American	876	873	844	854	881	952	8.1
Non-Resident Alien	204	219	219	224	238	265	11.3
Total Minority	1,596	1,692	1,695	1,836	1,955	2,135	9.2
White (Non-Hisp.)	7,656	7,785	7,543	7,654	7,964	8,340	4.7
INDEPENDENT	2,630	2,693	2,777	2,790	2,887	2,970	2.9
AMERICAN INDIAN	10	10	11	11	11	12	9.1
Asian American	47	55	67	77	91	109	19.8
Hispanic	66	74	79	86	93	110	18.3
African American	231	228	232	228	248	271	9.3
Non-Resident Alien	101	113	116	120	123	132	7.3
Total Minority	354	367	389	402	443	502	13.3
White (Non-Hisp.)	2,177	2,212	2,272	2,267	2,319	2,335	0.7

Source: U.S. Department of Education, National Center for Education Statistics, Trends in Racial/Ethnic Enrollment in Higher Education: 1980-1990.

INDIAN NATIONS AT RISK STUDY

On March 8, 1990 then Secretary of Education Lauro F. Cavazos established the Indian Nations At Risk Task Force. Secretary Cavazos charged the Task Force with making practical recommendations for improving the educational status of American Indians and Alaska Natives. The Task Force was co-chaired by William Demmert Jr. (Tlingit/Sioux), visiting professor of education at Stanford University and former Alaska commissioner of education; and Terrel H. Bell, noted lecturer and former Secretary of Education. Eddie L. Tullis, NACIE Chairman, was appointed to the Task Force. The Council assisted the Task Force by holding joint issue sessions during the National Indian Education Association annual meeting in October, 1990 in San Diego, California.

The Indian Nations At Risk Task Force concluded the one-year study during the summer of 1991, but the report was not officially released until October, 1991. The report, titled *Indian Nations At Risk: An Educational Strategy for Action,* identified four important reasons the Indian Nations are at risk as a people: (1) Schools have failed to educate large numbers of Indian students and adults; (2) The language and cultural base of the American Natives are rapidly eroding; (3) The diminished lands and natural resources of the American Native are constantly under siege; and (4) Indian self-determination and governance rights are challenged by the changing policies of the administration, Congress, and the justice system. The report provided recommendations that would apply to all involved in the educational process of Indian people. These included recommendations for Parents of Native Children; School Officials and Educators; Tribal Governments and Native Communities; Local Governments and Schools; State Governments; the Federal Government; and Colleges and Universities.

The National Advisory Council on Indian Education is very concerned with how the recommendations coming out of the report will be utilized in the future. During fiscal year 1992 the Council will be reviewing the study and providing guidance to the administration with respect to those recommendations deemed practical and necessary for the improvement of Indian education. Our immediate attention will focus on those recommendations specific to the federal government. The report includes the following concerns for the improvement of Native education at the federal level:

Systemic Education Reform:

- Declare the improvement of schools that Native children attend and the improvement of the academic performance of Native children to be the nation's highest priority for services to American Indians and Alaska Natives.

- In cooperation with secretaries from other departments, undertake annual reviews of all federal appropriations for the education of Native children and adults, and coordinate the establishment of priorities for Native education programs across the federal government.

- Seek authorization to limit federal regulatory requirements for schools and universities that develop comprehensive plans, approved by the secretary, to improve the quality of education for Native students.

- Encourage colleges, universities, and state and local education agencies to develop comprehensive plans that incorporate the Indian Student Bill of Rights and the national American Indian and Alaska Native Education Goals.

- Promote legislation that will require public and Bureau of Indian Affairs schools to include the participation of tribes, Native communities, and parents of Native children in the development, implementation, and evaluation of local, state, and federal plans.

- Require tribal approval of local and state plans as a condition of approval by the U.S. Department of Education for limiting rules, regulations, and requirements of federal education programs serving Native children and adults.

- Seek legislation to establish an Assistant Secretary for Indian Education in the U.S. Department of Education to provide national direction and coordination for all Department of Education programs serving Native students.

- Seek legislation to amend the Bilingual Education Act to allow for the retention and continued development of Native languages in accordance with Title I of P.L. 101-477, the Native American Languages Act of October 30, 1990.

Priorities for Additional Funding

- Provide additional funding to support early childhood education, prenatal care, and parental training programs that are linguistically, culturally, and developmentally appropriate for Native children in every American Indian and Alaska Native community.

- Seek legislation to require federal programs providing social services to Natives to develop partnerships with tribal groups and schools serving Native children. These partnerships should give the highest priority to prenatal care. parental training, and early childhood education, as well as health care for expectant mothers and young children.

- Seek legislation to authorization the establishment of a national research and school improvement center for Native education. The center would serve as a resource for schools education Native children, tribes, state departments of education, and universities and as a source of funding for research designed to improve education programs and academic achievement of Native students.

- Seek legislation to amend the Indian Education Act of 1972, as amended, (Title V, P.L. 100-297) to provide long-term discretionary funding for model projects and outreach activities for Native parents and students designed to improve schools and academic performance.

- Seek legislation to amend the Higher Education Act of 1965, as amended by--

  - requesting authorization to establish a set-aside for Natives in the Special Programs for Disadvantaged Students (Title IV of the Higher Education Act) programs to ensure increased access to and completion of higher education, and

  - requesting authorization for an Indian College set-aside in Title III of the Act.

WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

During fiscal year 1991, the early planning stages of the White House Conference on Indian Education were well underway. The Conference was authorized by Public Law 100-297 and had as its purpose to (1) explore the feasibility of establishing an Independent Board of Indian Education that would assume responsibility for all existing federal programs relating to the education of Indians and (2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians. Public Law 100-297 also authorized the conference to be planned and conducted by the Interagency Task Force and to be assisted and advised by an Advisory Committee. In accordance with the legislation, both the Secretary of the Interior Manuel Lujan and then Secretary of Education Lauro F. Cavazos were appointed to the Interagency Task Force. Mr Cavazos was succeeded by Lamar Alexander as Secretary of Education in April of 1991. The legislation permitted both Secretarys to designate individuals to act on their behalf during all Advisory Committee meetings and planning sessions. Dr. John Tippeconnic, Director of the Office of Indian Education at the Department of Education represented Mr. Cavazos and Mr. Ed Parisian, Director, Office of Indian Education Programs at the Bureau of Indian Affairs, represented Mr. Lujan.

The original authorizing legislation required that the Conference be held not later than September 30, 1991 with funds to be authorized during fiscal years 1988, 1989, and 1990 for conducting the conference. The date for the conference and fiscal years when funds could be appropriated was amended by Public Law 101-301, which extended the window for holding the conference through fiscal year 1992. P.L. 101-301 also permitted the Chairman of the National Advisory Council on Indian Education to sit on the Advisory Task Force.

In November of 1990 the Secretary of Education and Secretary of Interior jointly issued a call for nominations to the Advisory Committee for the White House Conference on Indian Education. The call for nominations was published in the *Federal Register* on November 2nd and requested federally and non-federally recognized Indian tribes, public and private schools serving Indian children, states, tribal organizations, and any other interested parties to nominate individuals for consideration by the President, President pro tempore of the Senate, and Speaker of the House of Representatives for appointment to the Advisory Committee. The closing date for receipt of nominations was December 1, 1990. In March of 1992 the President called for the White House Conference on Indian Education to be conducted in January of 1992. The first meeting of the Advisory Committee was scheduled for April 17, 1991 at the Department of Interior in Washington DC. At the time of the first Advisory Committee meeting, only nine of the 24 Advisory Committee members had been appointed. The nine members who attended the initial meeting were appointed by the White House.

During the next few months the House and Senate made their appointments. Two NACIE Council Members were appointed to the Advisory Committee. They were Robert K. Chiago and Eddie L. Tullis. Throughout the summer and fall of 1991 several advisory committee meetings were held throughout the country to solicit views from Indian country and proceed with the planning of the conference. During this time period 32 states were conducting their own conferences to determine the educational issues of most importance in their states. The deadline for the task force to receive state recommendations was scheduled for September, 1991. These recommendations would then be utilized in the White House Conference to be held in January of 1992.

The following is a list of all the Advisory Committee members appointed to the White House Conference on Indian Education and the Task Force members responsible for the day to day activities of planning the conference.

WHITE HOUSE CONFERENCE ON INDIAN EDUCATION TASK FORCE

Buck Martin	Director
Benjamin Atencio	Deputy Director
Oliver M. Abrams	Associate Director
Jack Owen	Associate Director
Jim Gasser	Administrative Officer
Rochelle Whittington	Secretary
Vacant	NACIE Executive Director

WHITE HOUSE CONFERENCE ADVISORY COMMITTEE MEMBERS (24)

1. Dr. Eddie Brown, Assistant Secretary of the Interior
2. Honorable Lamar Alexander, Secretary of Education
3. Eddie L. Tullis, NACIE Chairman
4. Buck Martin, Vice Chairman of Advisory Committee

WHITE HOUSE APPOINTEES

5. Sandi Lavinia Cornelius, Milwaukee, Wisconsin
6. Floyd Ramon Correa, Albuquerque, New Mexico
7. Sandra Louise Gjelde, Silverthorn, Colorado
8. Larraine Louise Glenn, Juneau, Alaska
9. Manning Osceola, Ochopee, Florida
10. Dr. Frank Anthony Ryan, Takoma Park, Maryland
11. Jay O. Stovall, Billings, Montana
12. Ross Swimmer, Tulsa, Oklahoma (WHCIE Chairman)
13. Rosa Revels Winfree, Charlotte, North Carolina
14. Lawrence Gishy, Navajo Community College (Appointed September, 1991)

SPEAKER OF THE HOUSE APPOINTEES

15. Dr. Don Barlow, Spokane, Washington
16. Bill Barrett, U.S. House of Representatives, Washington, DC
17. Ben Nighthorse Campbell, U.S. House of Representatives, Washington, DC
18. Kathryn D. Manuelito, Albuquerque, New Mexico
19. Dr. Joseph Martin, Kayenta, Arizona

SENATE PRO TEMPORE APPOINTEES

20. Lionel Bordeaux, Rosebud, South Dakota
21. Robert K. Chiago, Mesa, Arizona
22. Daniel K. Inouye, U.S. Senate, Washington, DC
23. Bob G. Martin, Lawrence, Kansas
24. Dr. Bob Swan, Box Elder, Montana

BUREAU OF INDIAN AFFAIRS CONSULTATION HEARINGS

In the Education Amendments of 1978, the Congress established for the Bureau the policy to facilitate Indian control of education. The 1988 amendments also emphasized that all actions under this Act shall be done with active consultation with tribes. The Congress defined consultation as "open discussion and joint deliberation of all options." During the 1991 fiscal year the Bureau of Indian Affairs began holding hearings across Indian country regarding education issues and program modifications which were being considered. The purpose of the consultation was to provide, as required by 25 U.S.C. 2010(b), Indian tribes, school boards, parents, Indian organizations and other interested parties with an opportunity to comment on potential changes or issues being considered by the BIA regarding Indian education programs. In January and July of 1991, the Bureau conducted consultation meetings as a continuation of those begun in 1990. Each meeting covered education program issues and modifications which were being considered. Topics to be covered during the consultation process include:

- Adult Education
- Higher Education
- Early Childhood Development Programs
- Minimum Academic Standards for the Basic Education of Indian children and National Criteria for Dormitory Situations
- Program Eligibility i.e. Definition of Indian
- Chapter 1 Program--proposed changes in distribution formula

The following is a brief overview of each of the consultation topics being discussed during January, 1991:

1. **Adult Education Program:**
   The consultation hearing for Adult Education Programs dealt with proposed regulations that will establish standardized administrative procedures for operating and administering educational programs for Indian adults. The new regulations will apply to adult education programs within the Bureau and tribally contracted adult education programs. The development of regulations come after an audit report by the Office of Inspector General. The Bureau of Indian Affairs has funded an adult education program since fiscal year 1955 with no rules or regulations regarding the administration of funds or program implementation. The proposed rules would give guidance and direction to the administration of adult education funds. In keeping with the intent of Public Law 93-638, the Indian Self Determination Act, the proposed rules would establish the minimum criteria for the operation administration of Bureau-funded Adult Education Programs, while permitting tribal contractors to develop their own tribal codes and ordinances in the administration of Adult Education Programs.

2. **Higher Education Program:**
Hearings pertaining to the Bureau's Higher Education Program dealt with rule revisions for the administration of the program. Rules and regulations currently exist for the Higher Education Program, however, in accordance with the Bureau's internal regulations review process, the higher education program regulations were identified for review. The proposed changes include adding Alaska Native students pursuing graduate degrees at the master's doctoral and law degree levels in an amendment to the rule. This amendment establishes eligibility requirements, academic requirements, priority fields of study and administrative cost allowances.

3. **Early Childhood Development Programs:**
Consultation with tribes under Early Childhood Development Programs (ECDP) will deal primarily with program regulations. Section 5116 of Public Law 100-297 authorizes the Secretary to provide grants to tribes, tribal organizations and consortia of tribes and tribal organizations for the operation of Early Childhood Development Programs. The proposed rule changes would govern the grant application process by establishing minimum program standards for the operation of Early Childhood Development Programs and specifies the application and approval process for applicants of such programs. Specifically, Early Childhood Development Programs are organized programs of activities for Indian parents and their children under six years of age designed to develop the child's cognitive, social, psychomotor, and physical abilities in preparation for school participation at the kindergarten level. Such programs may be carried out through tribally-determined options which may include but not be limited to center-based, home satellite center, or home-based ECDP. A minimum of 15 children shall be served in an EDCP.

4. **Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations:**
Proposed changes under the Bureau's Minimum Academic Standards topic will include amending the Bureau's academic student testing standard from fall and spring testing dates to spring testing dates only. Current regulations require a fall and spring administration of a standardized achievement test. Schools have requested that the standard be amended to reflect only a spring administration of a test.

5. **Definition of Indian:**
This consultation item will deal with standardizing the definition of Indian and Indian tribe to be used in determining BIA education program eligibility. There are different definitions being used by the BIA to determine education program eligibility. Some of the definitions are prescribed by statute and others are defined within various education

program regulations. The potential changes seek to standardize the definition within the confines of current statutory language. In cases where the definition for a given program is not prescribed by statute, the OIEP proposes to use the following P.L. 93-638 definition of Indian and Indian tribe to determine eligibility for education programs:

"Indian" means a person who is a member of an Indian tribe;

"Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians;

6. **Distribution of Chapter 1 funds to Bureau funded schools:**
This item plans to revise the current method used in distributing Chapter 1 funds to Bureau-operated, tribal contract and tribal grant schools for the 1991-92 school year. In accordance with the Bureau's Memorandum of Agreement with the Department of Education regarding the Chapter 1 Program, the Bureau is to review potential options for the distribution of chapter 1 project funds prior to the start of the 1991-92 school year. Five options were being considered for the distribution of Chapter 1 funds with option five keeping the distribution the same.

The July, 1991 consultation hearings covered the following topics:

7. **Indian School Equalization Program (ISEP) - Proposed changes to 25 CFR 39:**
This topic would revise selected sections of the ISEP regulations under 25 CFR 39. The reason for issuing a change would be to incorporate requirements of recently enacted federal legislation and audit recommendations of the Office of the Inspector General. Public Law 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendment of 1988 makes a number of changes to the Indian School Equalization Program (ISEP) administered by the Bureau of Indian Affairs' (BIA), Office of Indian Education Programs (OIEP). Public Law 100-427, enacted on September 9, 1988 also makes changes to the ISEP. Additionally reports of audits conducted by the Office of the Inspector General (OIG) included recommendations which impact on the Intense Bilingual Education Program and Intensive Residential Guidance Programs. Both programs are funded through the ISEP.

8. **Minimum Academic Standards for the Basic Education of Indian Children and National Criteria for Dormitory Situations - Proposed changes to 25 CFR 36:**
Public Law 98-511, section 502 requires that standards established under Section 1121 of P.L. 95-561 include a requirement for immunization against childhood diseases. The proposed changes would set dormitory criteria standards and implement immunization requirements.

9. **Long-range Education Plan - Proposed plan to support the BIA FY 1991 Budget goal and initiatives:**
This item will establish the first of several parts of a Long Range Planning Process to guide the Office of Indian Education Programs to the year 2000. The Bureau's FY 1991 Congressional budget request identified as it's long range goal the improvement of student achievement in BIA-funded schools to levels that meet or exceed national norms by the year 2000. The areas to be covered include educational objectives for early childhood, elementary and secondary and postsecondary education programs. Within the three program categories, objectives were identified for student improvement , school improvement and administrative improvement. In addition, Performance Data of Objectives will be collected on an on-going, year to year basis to assess accomplishment(s) of the stated educational objectives.

10. **Johnson O'Malley (JOM) - Proposed changes to 25 CFR 273:**
The proposed change in the Johnson O'Malley program deals with degree of Indian blood needed for program participation. In a September, 1990 decision, the United States District Court for the District of Nevada ruled that the definition of "Indian" contained in the Indian Self-Determination and Education Assistance Act, P.L. 93-638, 25 U.S.C. §450(b)(d) is applicable for Johnson O'Malley program purposes. The decision arose from the current requirement that eligibility for the JOM program was too restrictive with the 1/4 or more degree Indian blood requirement. The proposed change would allow participation of Indian students from age 3 through 12, except those enrolled in Bureau or sectarian operated schools; *and who are members of, or at least a one fourth degree Indian blood descendent of a member of an Indian tribe which is eligible* for the special services provided by the United States through the BIA to Indians because of their status as Indians.

APPENDIX A
PROFILES OF PROGRAMS BENEFITING AMERICAN INDIAN AND ALASKA NATIVES

FISCAL YEAR 1991

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
OFFICE OF INDIAN EDUCATION Dr. John Tippeconnic, III Office of Elementary & Secondary Education U.S. Department of Education 400 Maryland Avenue SW. Room 2177 Washington, DC 20202-6138 (202) 401-1887	**FY 1991 APPROPRIATION: $ 75,364,608** Subpart 1: $ 53,258,983 Subpart 1-ICS: $ 2,999,961 Subpart 2: $ 11,991,964 Administration: $ 4,226,700 Number of Programs: 1,389 Number of Participants Subpart 1: 368,146 Subpart 1-ICS: 1,695 Subpart 2: 15,797 Fellowships: 120 Subpart 3: 6,525 **TOTAL PARTICIPANTS: 392,283**	■ 78 Bureau of Indian Affairs schools participated in the Title V formula program with a student count of 20,155. ■ The Respurces and Evaluation Centers became Indian Technical Assistance Centers in FY 1991 and increased from five to six with the new center covering the state of Alaska.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
IMPACT AID Charles E. Hansen, Director Office of Elementary & Secondary Education U.S. Department of Education 400 Maryland Avenue SW., Room 2077 Washington, DC 20202-6244 (202) 401-3637	**P.L. 81-874, Sect. 3 Funds: $ 247,314,812** Payments to local educational agencies (LEAs) providing a free public education to children who reside on Indian lands. Number of Students: 113,236 (computed as "average daily attendance")	■ P.L. 81-874 authorizes assistance to LEAs providing a free public education to children residing on Indian lands or with a parent who resides or works on Federal property or is in active duty in the uniformed service. ■ Pursuant to section 5(b)(3) of the law and the regulations found in 34 CFR 223, an LEA claiming assistance for Indian lands children must have a set of Indian policies and procedures which provide tribal leaders and parents of American Indian/Native Alaskan children with opportunities to comment on and participate in the educational programs. ■ LEAs are not required to spend these funds exclusively for Indian children or for special programs for Indian children.
IMPACT AID - CONSTRUCTION Charles E. Hansen, Director Office of Elementary & Secondary Education U.S. Department of Education 400 Maryland Avenue SW., Room 2077 Washington, DC 20202-6244 (202) 401-3637	**P.L. 81-815 Funds (Obligated): $12,305,000** Number of Projects: 3	■ Direct grants to school districts serving children who reside on Indian lands for construction or renovation of minimum school facilities. ■ $2,546,000 was carried over from fiscal year 1990 to fiscal year 1991.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
INDIAN VOCATIONAL EDUCATION PROGRAM Harvey G. Theil, Purnell Swett Office of Vocational and Adult Education U.S. Department of Education 330 C Street SW., Room 4512 Washington, DC 20202-7242	1.25% Set-Aside: $ 11,104,009 Projects Funded: 37 Indians Served: 3,226	■ The Carl Perkins Vocational and Applied Technology Amendments of 1990 maintains the 1.25% allocation for tribes and BIA operated schools as eligible applicants. ■ Act provides $2.4 million for two Indian higher educational vocational education institutions. ■ The Carl Perkins Vocational and Applied Technology Education Act, as amended, by Public Law 101-392, makes changes to rules and regulations governing the Indian Voc. Ed. Program including deletion of the 65 percent placement requirement and reinstatement of student stipends.
VOCATIONAL REHABILITATION SERVICES for AMERICAN INDIANS with HANDICAPS Edward Hofler, Director Office of Special Education and Rehabilitative Services U.S. Department of Education 330 C Street SW., Room 3318 Washington, DC 20202-2740 (202) 732-1332	.25% Set-Aside: $ 4,082,000 Total Projects: 15 New Projects: 3 Continuations: 12 Number of Clients: 3,000	■ Set-aside service grants to tribes to provide vocational rehabilitation services to handicapped clients living on federal and state reservations. ♦ This program is authorize by Part D, Section 130, of the Rehabilitation Act of 1973, as amended. The Act was most recently amended by P.L. 99-506 and P.L. 100-630.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
DIVISION OF PERSONNEL PREPARATION **NATIVE AMERICAN PROJECTS** Betty C. Baker, Director Office of Special Education Projects U.S. Department of Education 330 C Street SW., Room 3513 Washington, DC 20202 (202) 732-1264	**FY 1991 Appropriation:** **$1,921,363** Project Allocations Native American Projects: $ 959,175 Recruiting Native Americans: $ 961,479 Number of Projects Total: 23 Native American Projects: 12 Recruiting Native Particiants: 11	■ The Division of Personnel Preparation prepares persons who are Native American to serve handicapped children. ■ The Native American Project section are special education personnel preparation projects specifically designed to train Native Americans to serve handicapped children. ■ The Recruiting Native Americans program recruits Indian students in areas of high Indian populations.
MINORITY SCIENCE IMPROVEMENT PROGRAM Dr. Argelia Velez-Rodriguez, Director Office of Postseconday Education U.S. Department of Education 7th and D Street SW., Room 3022 Washington, DC 20202-5251 (202) 708-4662	**FY 1991 Appropriation:** **$ 621,966** Number of Projects Funded: 5 Total Number of Students Served: 815 Ft. Belknap College, MT: 165 Standing Rock College, ND: 150 Little Big Horn College, MT: 400 Navajo Community College, NM: 60 Sinte Gleska College, SD: 40	■ Discretionary grants to improve science and engineering education programs at minority institutions. The total amount reflects funds going to predominantly Indian/Alaska Native institutions. ■ Total Minority Science Improvement Program funding level in fiscal year 1991 was $5,855,000.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
OFFICE of BILINGUAL EDUCATION Nguyen Ngoc Bich, Deputy Director Office of Bilingual Education and Minority Language Affairs U.S. Department of Education 330 C Street SW., Room 5609 Washington, DC 20202-6510 (202) 732-5700	**FY 1991 Appropriation: $ 13,600,000*** Special Alternative Instructional Programs (Indian included, but not exclusive) $ 5,617,725 Transitional Programs: Amount Unkown Total Number of Students: 18,500[1] Special Alternative: 5,653 Transitional: Unknown Number of Projects: Special Alternative: 54 Transitional: Unknown Number of States: Special Projects: 18 Transitional: Unknown * Actual Appropriation going to Indian students unknown. Total is based on 1987 estimates. [1] Estimate from the Department of Education Budget Office *Number of Indian students participating in Bilingual Transitional programs cannot be calculated with present data collection methods.*	■ Transitional programs are designed to provide structured English-language instruction and, to the extent necessary to allow a limited English proficient (LEP) child to achieve competence in English, instruction in the native language of the child, and incorporate the cultural heritage of the child and other children in American society. ■ Special Alternative programs are designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language. ■ A study of American Indian students in a sample of 11 public and tribal schools receiving Title VII funds found that the major portion of the overall instruction these students received was in English language arts: approximately 58 % of the weekly hours received by the second graders and 47 % of the hours received by fourth graders. About 71% of the second graders received less than two hours a week in the language arts of the Indian Langauge.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
INSTITUTIONAL AID Caroline J. Gillin, Director Office of Postsecondary Education U.S. Department of Education Room 3042, ROB 3 Washington, DC 20202-5335 (202) 708-8839	FY 1991 Appropriation: $ 7,840,109 Part A: $ 3,590,109 Part C: $ 4,250,000 Number of Institutions: 20 Part A Grantees: 17 Part C Grantees: 3	■ Funds provided under 2 programs. Part A (Development) and Part C (Endowment, the terms of which extend over a 20 year period), to develop institutional self-sufficiency; figures reflect amounts going to predominantly Indian institutions. ■ Total appropriation under the Institutional Aid Program in fiscal year 1991 was $204,832,000.
LIBRARY SERVICES FOR INDIAN TRIBES Beth Fine Office of Educational Research and Improvement U.S. Department of Education 555 New Jersey Avenue NW. Washington, DC 20208-5571 (202) 219-1323	Indian Tribes Appropriation: $ 1,845,360 FY 1991 Appropriation: $ 2,460,480 Basic Grant: $ 922,602 Number of Awards: 180 Special Projects: $ 922,734 Number of Awards: 15 Hawaiian Natives: $ 615,120 Number of Awards: 1 Total Awards: 196	■ Direct grant to Indian tribes, Alaska Native Villages, and Hawaiian Natives for the provision of public library services. ■ Library Services and Construction Act was reauthorized in fiscal year 1990. ■ 2.0% set-aside of LSCA Titles I, II, and III.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
ADULT EDUCATION Charles Geboe Acting Director Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB 522 Washington, DC 20245 (202) 208-4871	Appropriation: $ 3,318,519 Number of Programs: 91 Number of Students: 12,500 Average Cost Per Student: $ 265	■ Provides educational opportunities and learning experiences to enable adult American Indian/Alaska Natives to complete high school graduation requirements, acquire basic literacy skills, and gain new skills and knowledge. ■ Distribution of funds to Adult Education Programs is determined by the Indian Priority system and the distribution is made to each program by the Bureau.
CHAPTER 1 Sharon Lynn Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 524 Washington, DC 20245 (202) 208-6364	1% set-aside: $ 31,276,152 Number of students: 17,168	■ For use at BIA-operated and contract schools, this program provides compensatory (supplemental) education services to disadvantaged children. ■ 50 school-wide projects. ■ 59 schools eligible for program improvement.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
DRUG-FREE SCHOOLS & COMMUNITIES Sharon Lynn Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 208-1127	1.0% set-aside: $ 5,665,000	■ For alcohol and drug abuse education prevention programs for children served by the BIA.
EDUCATION OF THE HANDICAPPED Goodwin K. Cobb, III Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 523 Washington, DC 20240 (202) 208-6675 181	P.L. 102-119, 1% set-aside: $ 19,044,568 Number of Students: 6,159 Part H Program, 1.25 % distributed by formula: $ 1,400,000 Indian Children ages 3-5, .25% distributed by formula.	■ Provides supplemental funding for special education and related services to handicapped Indian children ages 5-21. ■ Distributed directly to tribes for services for children ages 0-2 in cooperation with state level agencies. ■ Distributed directly to tribes for services for children 3-5 in cooperation with state level agencies. Part H is also referred to as the Infants and Toddlers Program.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
INSTITUTIONALIZED HANDICAPPED Goodwin K. Cobb, III Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 523 Washington, DC 20240 (202) 208-6675	P.L. 91-142: $ 2,216,325 Number of Students: 125 Number of Children served in Private Facilities: 28 Tribal Institutions: 2 State Institutions: 3 Total: 33	■ Program typically provides education and related services to severely handicapped and mentally fragile children between the ages of 5-21. ■ The reduction in the number of students being served by this program from 215 to 125 indicates an effort by the Bureau to have students placed in the least restrictive environment.
ISEP FORMULA & ADJUSTMENTS Joy Martin Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 511 Washington, DC 20240 (202) 208-4555	FY 1991 Appropriation: $196,858,030 ISEP Formula: $192,252,291 ISEP Adjustments: $ 4,605,739 BIA Operated: 24,931 BIA Contract: 15,910 Total students in 23 states: 40,841	■ In FY 1991, the BIA operated directly or by contract, approximately 182 elementary and secondary schools and 6 peripheral dormitories. ■ In FY 1991, 45% of all BIA-funded schools were contracted to tribes and 7 schools operated under formal cooperative agreements with public schools.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
JOHNSON O'MALLEY PROGRAM William Mehojah Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 208-1127	**FY 1991 Appropriation:** **$ 24,930,675** Number of Students: 217,414 The Johnson O'Malley Program operates in 32 states and is contracted with: Tribes: 173 Tribal Organizations: 53 Public School Districts: 93 State Departments of Education: 6 Total 325	■ Provides funding for suplemental education programs for eligible Indian/Alaska Native children in public schools and programs to meet the special needs of 3-4 year olds as determined by contractors and local Indian education committees. ■ P.L. 100-446 required a new formula to be phased in with all states receiving a minimum weight factor of 1.1 in FY 1989, 1.2 in FY 1990, and 1.3 in FY 1991.
MATH & SCIENCE EDUCATION William Mehojah Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 219-1127	**0.5% set-aside:** **$ 678,090** In FY 1991, the Office of Indian Education Programs sponsored three workshops for BIA teachers: Grade K-3 teachers: 82 Grade 4-6 teachers: 79 Other teachers: 72 Total Teachers: 233	■ Funds are used to strengthen the skills of teachers in the subject areas of Mathematics and Science. A Memorandum of Agreement signed by the Secretary of the Interior and the Secretary of Education, provides for a transfer of funds to BIA. The BIA submits a plan to the Department of Education in which the planned training program is described, including the geographic areas to be served.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
OFFICE OF CONSTRUCTION MANAGEMENT John D. Trezise Acting Director U.S. Department of Interior 1849 C Street NW. Room 2415 Washington, DC 20245 (202) 208-3403	**FY 1991 Appropriation:** $ 40,418,000 Education Projects: $ 8,127,000 Planning & Design: $ 1,492,000 Improvement: $ 30,799,000	■ New school construction based on established ranking process published in the *Federal Register*. Repair and improvement program based on priority ranked input from Area Offices.
POSTSECONDARY SCHOOLS Joe Christie Bureau of Indian Affairs 1849 C Street NW. MS 3530-MIB, Code 522 Washington, DC 20240 (202) 208-6175	**FY 1991 Appropriation:** $ 40,418,000 Haskell: $ 11,244,300 Number of Students: Fall - 831 Spring - 800 SIPI $ 6,024,300 Number of Students: Fall - 422 Spring - 432	■ The total amount of funds reflects a Facilities Add-On of $2,358,300 for Haskell Indian Junior College and $1,144,500 for Southwestern Indian Polytechnic Institute which is not a part of the base appropriation, but added to the overall budget of these institutions.
SCHOLARSHIPS (HIGHER EDUCATION PROGRAM) Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. Washington, DC 20245 (202) 208-3871	**FY 1991 Appropriation** $ 27,870,191 Students Assisted: 14,000 Average Grant Amount: $ 1,991 Number of Graduates: 1,300	■ Education staff at the area and agency offices provide supervision for this program. This undergraduate scholarship program is contracted out to the tribes or may be administered at the agency level.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
SCHOOL BOARDS William Mehojah Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB Code 521 Washington, DC 20240 (202) 219-1127	FY 1991 Appropriation: $ 0	■ In fiscal year 1991, the appropriations for school board training was moved to the Indian School Equalization Program category.
SOLO PARENT PROGRAM Joy Martin Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 511 Washington, DC 20240 (202) 208-4555	FY 1991 Appropriation: $ 132,303	■ Operated at Sherman Indian School and Flandreau Indian School to provide single parents the opportunity to complete their high school education while living at the school with their children.
SPECIAL HIGHER EDUCATION SCHOLARSHIPS Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 208-6175	FY 1991 Appropriation: $ 2,347,634 American Indian Graduaute Ctr. $ 2,187,634 Students Served: 352 UNM Summer Law Program: $ 160,000 Students Served: 26	■ FY 1991 program includes University of New Mexico Summer Law Program. ■ In FY 1991, only applicants in the priority fields of study are eligible for funding. ■ Received 622 applications in FY 1991

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
STUDENT TRANSPORTATION Joy Martin Bureau of Indian Affiars U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 511 Washington, DC 20240 (202) 219-4555	FY 1991 Appropriation: $ 15,851,501	■ Funding includes service costs for vehicle rental, supplies and equipment, maintenance, and repair and other support costs.
SUBSTANCE/ALCOHOL ABUSE EDUCATION PROGRAM Sharon Lynn Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 219-1127	FY 1991 Appropriation: $ 2,207,372	■ P.L. 99-570 requires all schools funded by the BIA to provide instruction relating to alcohol and substance abuse prevention and followup. ■ In Fy 1990, the BIA expanded this program to include a health promotion and disease prevention program and an AIDS program with additional funds from the Department of Education Substance Abuse Program. ■ Funds are used to serve all students in all BIA schools.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
TECHNICAL SUPPORT Joe Christie Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 219-1127	FY 1991 Appropriation: $ 7,356,250 Area/Agency Office: $ 7,033,948 MIS: $ 322,302	■ Includes educational Management Information System (MIS) activities; field level staff assistance to the Director, Office of Indian Education Programs; and broad technical assistance and leadership for all education programs to local school boards, other tribal members, parents, and other Indian citizens.
TRIBAL COLLEGES SNYDER ACT SUPPLEMENT Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC (202) 208-4871	FY 1991 Appropriation: $ 928,111 Number of Students: 1,607	■ Under authority of the Tribally Controlled Community Colleges Assistance Amendments Act (P.L. 98-192), the BIA provides grants to tribal colleges for academic and administrative purposes and for the operation and maintenance of the colleges.
TRIBALLY CONTROLLED COMMUNITY COLLEGES Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20245 (202) 208-4871	FY 1991 Appropriation: $ 21,927,495 Operating Costs: Title I $ 14,735,735 Title II $ 6,081,000 Technical Assistance $ 116,000 Endowment (P.L. 99-428): $ 994,760 Title I Students: 5,002 Title II Students: Fall, Full-557; Part-1,054 Spring, Full-679; Part-1,283 Summer, Full-600; Part- 383	■ Authorized by P.L. 98-192 ■ Twenty-two Tribally Controlled Community Colleges were served in FY 1991. ■ Title I funds all colleges except for Navajo Community College. ■ Title II funds are only for the Navajo Community College.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
INDIAN HEALTH SERVICE SCHOLARSHIP PROGRAM Wes Picciotti, Chief Indian Health Service Scholarship Branch Twinbrook Metro Plaza Suite 100 12300 Twinbrook Parkway Rockville, MD 20852 (301) 443-6197	FY 1991 Appropriation: $ 12,371,000 Sect. 101-Recruitment Prog. $ 856,000 Sect. 102-Pre Professional $ 2,927,000 Sect. 103-Extern Program $ 1,145,000 Sect. 104-Health Professions $ 7,443,000	■ Out of 1,200 applications received, the IHS Scholarship Program could only serve 219 new awards because of limited funds; there were 272 continuation awards. ■ Placement of graduates for those who do not have Indian preference needs to be resolved; mandatory placement is being considered.
PROJECT HEAD START Lee A. Fields, Jr., Chief Health and Human Services 330 C Street SW. Washington, DC 20013 (202) 245-0437	FY 1991 Appropriation: $ 56,127,205 Tribal Organizations: 108 Children Served: 16,391	■ Eligibility requirements for program participation requires that family income guidelines be met which vary according to the number of household members. ■ To participate in an Indian operated program, children must be 3 to 5 years of age and a member of a federally recognized tribe.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
INSTITUTE OF AMERICAN INDIAN ARTS Clifford LaFramboise College of Santa Fe St.Michael's Drive Box 20007 Santa Fe, NM 87504 (505) 988-6486	FY 1991 Appropriation: $ 5,447,000 Number of Full-time Students: 240 Number of Tribes Represented: 74	■ IAIA was orignially founded under the Department of Interior Bureau of Indian Affairs, but severed ties as stated in P.L. 99-498, which was signed in October 1988, effective June 1, 1988. ■ IAIA is now privately administered, not-for-profit organization with a federal charter by the U.S. Congress. ■ Future plans include expanding the Institute's curriculum from a two-year associate to a four-year baccalaureate program.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
ADMINISTRATION FOR NATIVE AMERICANS Administration for Children and Families Lucille Dawson or Winona Warren Hubert H. Humphrey Bldg. 200 Independence Avenue SW. Room 344F Washington, DC 20202-0001 (202) 245-7776	**AI/AN Programs Only:** $ 31,478,406 **FY 1991 Appropriation:** $ 33,975,567* Total Grantees: 272 AI/AN Grantees: 258 **CATEGORY — AWARDS — AMOUNT** Fed. Recognized Tribes: 113 $12,471,652 Alaska Natives: 46 $ 4,387,474 Nat. Amer./Consortia: 5 $ 1,055,989 Non-Fed. Rec. Tribes: 35 $ 2,940,068 Urban Organizations: 12 $ 1,317,215 Rural Organizations: 4 $ 546,704 Nat. Amer./Consortia: 7 $ 1,121,374 Special Projects: 14 $ 3,927,151 Interagency Transfers: 3 $ 175,600 Training/Technical Asst.: 8 $ 1,932,734 Research and Evaluation: 10 $ 1,226,966 Natl. Indian Policy Ctr.: 1 $ 975,479 Hawaiians/Pac. Islanders: 14 $ 1,897,161 * Does not include $600,000 in transfer funds from other agencies to ANA and funds directed to Native Hawaiian/Pacific Islanders.	■ Financial assistance provided by ANA is designed to strengthen the self-sufficiency of Native American tribes and organizations through support of social and economic development strategies and the strengthening of local governance capabilities. ■ Financial assistance is available for American Indians/Alaska Natives, Native Hawaiians and Native Pacific Islanders. ■ Under Section 803 of the Native American Programs Act of 1974, as amended, colleges and universities are not eligible applicants unless they serve Native Hawaiians of other Native American Pacific Islanders.

PROGRAM	FY 1991 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1991
COMPREHENSIVE SCHOOL HEALTH EDUCATION PROJECT Georgeline Sparks Indian Health Service Parklawn Building Room 6A20 5600 Fishers Lane Rockville, MD 20857 (301) 443-1870	FY 1991 Appropriation: $ 230,000* Teachers Trained: 80 Students Served: 6,086 Areas Served: Aberdeen Alaska Albuquerque Phoenix * Funds are allocated from the Center for Disease Control in Atlanta, Georgia.	■ The Comprehensive School Health Education Program is a Center for Disease Control and Indian Health Service initiative. ■ Health modules are being implemented including the Growing Healthy and Teenage Health Teaching curriculum modules. ■ Local cultural adaptations to materials is encouraged. ■ Modules must include units on HIV/AIDS.

APPENDIX B
OFFICE OF INDIAN EDUCATION SHOWCASE PROJECTS

ABSTRACTS

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

October, 1991

1991 INDIAN EDUCATION SHOWCASE PROJECTS
TITLE V OF THE INDIAN EDUCATION ACT, AS AMENDED

23RD ANNUAL CONFERENCE OF THE NATIONAL INDIAN EDUCATION ASSOCIATION
October 26-30, 1991
Omaha, NE

1. **MATNUSKA-SUSITNA BOROUGH PUBLIC SCHOOL DISTRICT, PALMER, AK**
Academic Tutoring and Cultural Enrichment Program

Duncan Hunter, Project Director

This school district is providing academic tutoring and advisement to Indian students in grades K-12. Students' cultural identity and heritage are reinforced through special cultural activities that blend with the tutoring activity. There are positive trends in the number of students who demonstrate improvement in attendance and academic achievement (student grades).

2. **EDMOND PUBLIC SCHOOL DISTRICT, EDMOND, OK**
Retention of American Indian Students in High School

Sydna Yellowfish, Project Coordinator

This project's school retention efforts resulting in an increased percentage of high school students entering post-secondary education programs are attributed to several factors. One factor is the Indian cultural education program. An estimated 80 percent of the teachers incorporate Native American cultural resources into the classroom curriculum and activities. The project's parental involvement program supplements the tutorial, counseling and cultural activities. About 80 percent of the Indian graduates continue post-secondary education after leaving Edmond Public School District.

3. **FT. WINGATE HIGH SCHOOL BUREAU OF INDIAN AFFAIRS, Ft. Wingate, NM, Peer Tutoring for High Risk Indian Students**

Frank Sheppard, Project Coordinator

This project has a teacher-peer tutoring component designed to improve academic achievement among high risk high school students. Students receiving tutoring, attain an aggregate gain of 1.24 grade equivalents on national test scores (CTBS). There is also noticeable

grade improvement and increased numbers of students on the honor roll during the control period (1990-91 school year semesters I and II) in comparison with the previous academic term.

4. **COOPERATIVE OF FOUR PUBLIC SCHOOL DISTRICTS, SPOKANE, WA**
Cultural Enrichment and Tutoring

Dan Iyall, Project Director

The Spokane Valley Native American Program provides a holistic approach to academic tutoring, self-esteem development, cultural enrichment, and parental involvement. The percentage of Indian graduates from the high school districts is a 13 percent increase from the 1986-87 school year. Records indicate a 74 percent to 85 percent range of improvement in class performance by participating students between 1986-91.

5. **RED LAKE PUBLIC SCHOOL DISTRICT #38, RED LAKE, MN**
Ojibwa Indian Language Component

Delores Cloud, Project Coordinator

The project has valid and reliable measures that show a marked gained from applying their particular instructional approach and cultural curriculum. The educational program incorporates culturally relevant instruction in American Indian history, arts and crafts, and Ojibwa language skills. The Ojibwa Indian language component reports that over a ten-year period, control group comparisons in the control group show a .05 gain in post-test scores on the Ojibwa language test.

6. **NEW YORK PUBLIC SCHOOL SYSTEM, ROCHESTER, NY**
Iroquois Heritage Studies

Barbara Smoke and Gloria Gearhart, Project Coordinators

The project has a six-unit Iroquois heritage studies curriculum for grades K-6. Sixty hours of instruction in Iroquois history and cultural heritage is provided each school year. A two-part pre-post test analysis show participating students improving in their knowledge of Iroquois history and culture. This project was submitted to the New York State validation program for possible use throughout the State.

APPENDIX C
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

FEDERAL REGISTER NOTICES FOR FY 1991

DEPARTMENT OF EDUCATION

Indian Nations at Risk Task Force; Issue Sessions and Meeting

AGENCY: Indian Nations At Risk Task Force, ED.

ACTION: Notice of Issue Sessions and Task Force Meeting.

SUMMARY: This notice invites the public to participate in, and sets forth the schedule of forthcoming issue sessions at the annual conference of the National Indian Education Association in San Diego, California, on October 15–16, 1990. These issue sessions are being jointly sponsored by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education. This notice also announces a business meeting of the Indian Nations At Risk Task Force to be held on October 17, 1990, which will be open to the public. The subject of the meeting will be the outline and content of the final report, and other topics to be determined at the discretion of the Task Force Chairpersons. This notice also describes the functions of the Task Force. Notice of these sessions and business meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES, TIMES AND LOCATIONS:

October 15, 1990, 9 a.m. to 4:30 p.m., Town and Country Hotel, 500 Hotel Circle North, San Diego, California 92108, (619) 291–7131, (For specific rooms, see below).

October 16, 1990, 9 a.m. to 8 p.m., Town and Country Hotel, 500 Hotel Circle North, San Diego, California 92108, (619) 291–7131, (For specific rooms, see below).

October 17, 1990, 9 a.m. to 5 p.m., Town and Country Hotel, 500 Hotel Circle North, San Diego, California 92108, (619) 291–7131, Town and Country Room.

SUPPLEMENTARY INFORMATION: The Indian Nations At Risk Task Force, in conjunction with the National Advisory Council on Indian Education (NACIE) is planning to conduct special issues sessions at the San Diego, CA, National Indian Education Association Conference on October 15th and 16th, 1990. Each of the two days of sessions will be attended by at least one Task Force member and one NACIE board member. Most of the sessions will be repeated to allow more opportunity for the public and American Indian/Alaska Native educators to present comments in small groups on a variety of issues.

During these issues sessions, the audience is invited to address the specific issue that is the subject of the

BEST COPY AVAILABLE

session in a discussion format moderated by the chair of the session. Discussion should be limited to the subject issue for the session. The discussion format will allow the presentation and development of ideas with comments from a number of individuals as in a committee or council meeting. This format is expected to allow many people from all areas of the country to participate in an organized discussion of important issues.

Individuals interested in participating in the issues sessions will be asked to complete a brief identification card as they enter the session. The card will be used by participants to indicate to the session chair a desire to speak to the issue through a microphone. The chair will moderate the discussion by recognizing speakers and limiting the time of each speaker as necessary to ensure broad participation in the discussion. The comments of the chair will be limited to a very brief introduction of the session. The intent is to allow maximim opportunity for the audience to address the issues and for the Task Force and NACIE members to listen.

All discussion will be recorded for the public record and for use by the Task Force and NACIE in preparing reports and recommendations. The participants are not expected to have written comments. However, the Task Force encourages submission of written testimony or papers from the public at all sessions.

Issues Sessions

Times and session topics are tentative and subject to change pending finalization of the NIEA Schedule. (Approximately 2 hours 30 minutes are planned per topic)

October 18, 1990—Theme: Successes in American Indian/Alaska Native Education

The Indian Nations At Risk Task Force and NACIE invite presentation and discussion of specific programmatic innovations and methods that have produced significant achievements in critical areas of Native education.

Room and Subject

9 a.m.–10:15 a.m.
De Anza—Academic performance.
Mesa—Native culture and languages.
Adobe—Health, wellness, substance abuse prevention.
El Camino—Teacher and administrator training, recruitment and retention.

10:45 a.m.–Noon.
De Anza—Academic performance.
Mesa—Native culture and languages.
Adobe—Health, wellness, substance abuse prevention.
El Camino—Teacher and administrator training, recruitment and retention.

1:30 p.m.–2:45 p.m.
De Anza—Dropout prevention.
Mesa—Instructional technology.
Adobe—Educaton of exceptional children.
El Camino—Partnerships of schools, tribes, communities, parents and business.

3:15 p.m.–4:30 p.m.
De Anza—Dropout prevention.
Mesa—Instructional technology.
Adobe—Education of exceptional children.
El Camino—Partnership of schools, tribes, communities, parents and business.

October 18, 1990—Theme: Effective Strategies for Improvements in American Indian/Alaska Native Education

NACIE and the Indian Nations At Risk Task Force invite presentation and discussion of strategies and ideas to improve the educational achievement of Native students in specific levels of education and through involvement of parents and Elders.

Room and Subject

9 a.m.–10:15 a.m.
De Anza—Early childhood education.
Mesa—Elementary school.
Adobe—Middle/high school.
El Camino—Parental involvement.

10:45 a.m.–Noon.
De Anza—Early childhood education.
Mesa—Elementary school.
Adobe—Middle/high school.
El Camino—Parental involvement.

1:30 p.m.–2:45 p.m.
De Anza—Adult and vocational/technical education.
Mesa—Postsecondary education.
Adobe—Special session for Elders to address the Task Force and NACIE.
El Camino—Open discussion with NACIE and Task Force members.

3:15 p.m.–4:30 p.m.
De Anza—Adult and vocational/technical education.
Mesa—Postsecondary education.
Adobe—Special session for students to address the Task Force and NACIE.
El Camino—Open discussion with NACIE and Task Force members.

5 p.m.–6 p.m.
De Anza—Wrap-up discussion with Task Force and NACIE members.

On October 17, 1990, the full Indian Nations At Risk Task Force will hold a business meeting from 9 a.m. to 5 p.m. in the Town and Country Room of the Town and Country Hotel. This meeting will be open to the public. The main topic of this meeting will be the outline and content of the final report of the Task Force. Other issues may be addressed during the business meeting at the discretion of the Task Force Chairpersons.

The Indian Nations At Risk Task Force was established by the Secretary of Education on March 8, 1990. Its purpose is to advise and make recommendations to the Secretary of Education on the condition of education of American Indians/Alaska Natives in the United States. Public notice will be given of all future meetings. Records are kept of the proceedings of the Task Force and are available for public inspection at the staff offices of the Task Force, from 9 a.m. to 4:30 p.m., on weekdays, excluding Federal holidays, room 4010, FOB–6, 400 Maryland Avenue SW., Washington, DC 20202.

FOR FURTHER INFORMATION CONTACT: Alan Ginsburg, Executive Director, Indian Nations At Risk Task Force, room 3127, U.S. Department of Education, 400 Maryland Avenue SW., Washington, DC 20202–4244, Telephone: (202) 401–0039 or 401–3132.

George Fisler,
Acting Deputy Under Secretary for Planning, Budget and Evaluation.

[FR Doc. 90–23213 Filed 9–27–90; 8:45 am]
BILLING CODE 4000–01–M

BEST COPY AVAILABLE

DEPARTMENT OF EDUCATION

Indian Education National Advisory Council; Meeting

AGENCY: National Advisory Council on Indian Education.

ACTION: Notice of closed meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the Proposal Review Committee of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES: February 19–21, 1991, 9 a.m. until conclusion of business each day.

ADDRESS: U.S. Department of Education, 400 Maryland Avenue SW., Room 1130 (Sanchez Room), Washington, DC 20202. Telephone: 202/732-1587 (Messages Only).

FOR FURTHER INFORMATION CONTACT: Jo Jo Hunt, Executive Director, National Advisory Council on Indian Education, 330 C Street SW., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202-732-1353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (part C, title V, Pub. L. 100-297) and to advise the Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

Under section 5342(b)(2) of the Indian Education Act, the Council is directed to review applications for assistance submitted under the Indian Education Act and to make recommendations to the Secretary of Education with respect to their approval. The Proposal Review Committee of the Council will meet in closed session starting at approximately 9 a.m. and will end at the conclusion of business each day at approximately 5 p.m. The agenda includes reviewing grant applications for assistance under programs authorized by subparts 1, 2, and 3 of the Indian Education Act, including applications for (1) Discretionary Grants to Indian-Controlled Schools; (2) Planning, Pilot, and Demonstration Projects; (3) Educational Services for Indian Children Projects; and (4) Educational Services for Indian Adults.

Discussion during the closed meeting may disclose sensitive information about applicants, qualifications of proposed staff, funding levels and requests, and the names and comments of expert reviewers. Such discussion would disclose commercial or financial information obtained from a person which is privileged or confidential and would disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (4) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

The public is being given less than 15 days notice due to problems in scheduling this meeting.

A summary of the activities of the closed meeting and related matters, which are informative to the public consistent with the policy of title 5 U.S.C. 552b, will be available to the public within 14 days of the meeting.

Dated: February 7, 1991.
Signed at Washington, DC.

Jo Jo Hunt,
Executive Director, National Advisory Council on Indian Education.

[FR Doc. 91-3394 Filed 2-11-91; 8:45 am]

BILLING CODE 4000-01-M

203 BEST COPY AVAILABLE

Indian Education National Advisory Council; Meetings

AGENCY: National Advisory Council on Indian Education, Education.

ACTION: Notice of closed meetings.

SUMMARY: This notice sets forth the schedule and proposed agenda of forthcoming meetings of the National Advisory Council on Indian Education and the Council's Proposal Review Committee. This notice also describes the functions of the Council. Notice of these meetings is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES: March 25–27, 1991, 9 a.m. until conclusion of business each day.

ADDRESSES: U.S. Department of Education, 400 Maryland Avenue SW., room 3000, Washington, DC.

FOR FURTHER INFORMATION CONTACT: Jo Jo Hunt, Executive Director, National Advisory Council on Indian Education, 330 C Street SW., room 4072, Switzer Building, Washington, DC 20202–7556 (202/732–1353).

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (part C, title V, Pub. L. 100–297) and to advise the Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

On March 25, 1991, the Council will meet in closed session starting at approximately 9 a.m. and ending at the conclusion of business at approximately 5 p.m. The agenda will consist of review of the Chairman's performance appraisal of the Executive Director; discussiona nd deliberation on personnel matters concerning Council staff; and discussion of the recommendations of the Proposal Review Committee on discretionary grant applications.

Discussion during the meeting of the Executive Director's performance appraisal and other staff personnel issues is likely to relate solely to the internal personnel rules and practices of an agency and will disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (2) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94–409; 5 U.S.C. 552b(c)). Discussion during the closed meeting regarding discretionary grant applications may disclose sensitive information about applicants, qualifications of proposed staff, funding levels and requests, and the names and comments of expert reviewers. Such discussion is likely to disclose commercial or financial information obtained from a person which is privileged or confidential and would disclose information of a personal nature where disclosure would constitute a clear unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (4) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94–409; 5 U.S.C. 552b(c)).

Under section 5342(b)(2) of subpart 4 of the Indian Education Act, the Council is directed to review applications for assistance submitted under the Indian Education Act and to make recommendations to the Secretary of Education with respect to their approval. The Proposal Review Committee of the Council will meet in closed session on March 26–27, 1991, starting at approximately 9 a.m. and will end at the conclusion of business each day at approximately 5 p.m. The agenda will consist of reviewing grant applications from individuals for assistance under the fellowship program authorized by subpart 2 of the Indian Education Act and making recommendations to the Secretary regarding their approval.

The discussion is likely to disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemption (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94–409; 5 U.S.C. 552b(c)).

The public is being given less than 15 days' notice due to difficulties in scheduling these meetings.

A summary of the activities of these closed meetings and related matters, which are informative to the public consistent with the policy of title 5 U.S.C. 552b, will be available to the public within 14 days of the meetings.

Dated: March 12, 1991. Signed at Washington, D.C.

Jo Jo Hunt,

Executive director, National Advisory Council on Indian Education.

[FR Doc. 91–6432 Filed 3–15–91; 8:45 am]

BILLING CODE 4000–01–M

BEST COPY AVAILABLE

Indian Education National Advisory Council; Meeting

AGENCY: National Advisory Council on Indian Education.

ACTION: Notice of closed meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the Executive/Search Committee of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATE AND TIME: June 17, 1991, 9 a.m. until 2 p.m.

ADDRESSES: U.S. Department of Education, 400 Maryland Avenue SW., room 3000, Washington, DC 20202.

FOR FURTHER INFORMATION CONTACT: John Cheek, Office Manager, National Advisory Council on Indian Education, 330 C Street SW., room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/732-1353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (part C, title V, Pub. L. 100-297) and to advise

BEST COPY AVAILABLE

Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit. The Council is authorized to appoint, without regard to the provisions of title 5 United States Code governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions as prescribed by law. The Council is currently undergoing a search process to appoint a permanent Executive Director as chief staff member of the Council.

On June 17, 1991 the Executive/Search Committee will meet in closed session beginning at 9 a.m. until the conclusion of business at approximately 2 p.m. to review resumes and applications for the position of Executive Director of the Council. The agenda will consist of a review of the search process, review of the applications of candidates and their qualifications for the position, and preparation of questions and guidelines to be used in the interviews of the candidates. The Committee's recommendations regarding the candidates, and questions and guidelines to be used in the interviews shall be submitted to the full Council for review and approval.

The closed meeting of the Executive/Search Committee will involve discussions which relate solely to the internal personnel rules and practices of the Council and will disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (2) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

The public is being given less than 15 days notice due to difficulties in scheduling this meeting.

A summary of the activities of the closed meeting and related matters which are informative to the public consistent with the policy of title 5 U.S.C. 552b will be available to the public within 14 days of the meeting.

Dated: May 24, 1991. Signed at Washington, DC.

John T. MacDonald,

Assistant Secretary for Elementary and Secondary Education.

[FR Doc. 91-13522 Filed 6-6-91; 1:24 pm]

BILLING CODE 4000-01-M

BEST COPY AVAILABLE

DEPARTMENT OF EDUCATION

Indian Education National Advisory Council; Meeting

AGENCY: National Advisory Council on Indian Education.

ACTION: Notice of partially closed meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATE AND TIME: Monday, July 15, 1991, 8 a.m. to 2 p.m. (closed) and 2 p.m. until conclusion of business at approximately 5 p.m. (open).

ADDRESSES: Holiday Inn Capitol, 550 C Street SW., Washington, DC 20024. Telephone: 202/479-4000.

FOR FURTHER INFORMATION CONTACT: John Cheek, Office Manager, National Advisory Council on Indian Education, 330 C Street SW., room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/732-1353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, title V, Pub. L. 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

The Council is authorized to appoint, without regard to the provisions of title 5 United States Code governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions as prescribed by law. The Council is conducting a search to appoint a permanent Executive Director to serve as the chief staff member of the Council. The full Council will convene on July 15, 1991 for a partially closed meeting to interview candidates for the Executive Director position, and conduct general business of the Council.

The full Council will meet in closed session from 8 a.m. until approximately 2 p.m. on July 15, 1991, to conclude the Executive Director search process. The agenda for the closed portion of the meeting will consist of a discussion of the Search Committee's recommendations regarding the candidates and the questions and guidelines to be used in the interviews, actual interviews with candidates, and a discussion involving a final decision on the appointment of a permanent Executive Director for the Council.

Immediately following the closed search process, the full Council will meet in open session from 2 p.m. until 5 p.m. on July 15, 1991 for an informational business meeting. This portion of the meeting is open to the public and will include a presentation on America 2000, the President's education strategy, reports of the Chairman, a discussion of the content and format of the annual report to Congress, and a report on the current activities of the White House

BEST COPY AVAILABLE

Conference On Indian Education and the Indian Nations At Risk Task Force Study.

The closed portion of the meeting of the National Advisory Council on Indian Education will relate solely to the internal personnel rules and practices of an agency. Interviews with the candidates and discussions held in conjunction with the selection process will involve matters which relate solely to the internal personnel rules and practices of this Council and are likely to disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (2) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

A summary of activities of the closed portion of the meeting and related matters which are informative to the public consistent with the policy of title 5 U.S.C. 552b will be available to the public within 14 days of the meeting.

Records shall be kept of all Council proceedings open to the public and shall be available for public inspection at the office of the National Advisory Council on Indian Education located at 330 C Street SW., room 4072, Washington, DC 20202-7556.

Dated: June 24, 1991. Signed at Washington, DC.

Eddie L. Tullis,

Chairman, National Advisory Council on Indian Education.

John T. MacDonald,

Assistant Secretary for Elementary and Secondary Education.

[FR Doc. 91-15484 Filed 6-27-91; 8:45 am]

BILLING CODE 4000-01-M

Indian Education National Advisory Council; Meeting

AGENCY: Department of Education.

ACTION: Notice of closed meeting.

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the Executive/Search Committee of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATE AND TIME: September 30, 1991, 9 a.m. until 2 p.m.

ADDRESS: Berkeley Room, Vista International Hotel, 1400 M Street, N.W., Washington, DC 20005. Telephone: 202/429-1700.

FOR FURTHER INFORMATION CONTACT: John Cheek, Office Manager, National Advisory Council on Indian Education, 330 C Street SW., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/732-1353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (part C, title V, Pub. L. 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit. The Council is authorized to appoint, without regard to the provisions of title 5 United States Code governing appointments in the competitive service, or otherwise obtain the services of such professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions as prescribed by law. The Council is currently undergoing a search process to appoint a permanent Executive Director to serve as chief staff member of the Council.

On September 30, 1991 the Executive/Search Committee will meet in closed session beginning at 9 a.m. until the conclusion of business at approximately 2 p.m. to review applications for the position of Executive Director of the Council. The agenda will consist of review of the search process, review of the applications, and preparation of questions and guidelines to be used in the interviews of the candidates. The Committee will evaluate the qualifications and experience of each applicant and select applicants to be interviewed by the full Council.

The closed meeting of the Executive/Search Committee will involve discussions which relate solely to the internal personnel rules and practices of the Council and will disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (2) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

A summary of the activities of the closed meeting and related matters which are informative to the public consistent with the policy of title 5 U.S.C. 552b will be available to the public within 14 days of the meeting.

Dated: August 19, 1991. Signed at Washington, DC.

John T. MacDonald,

Assistant Secretary for Elementary and Secondary Education.

Eddie C. Tullis,

Chairman, National Advisory Council on Indian Education.

[FR Doc. 91-20775 Filed 8-29-91; 8:45 am]

BILLING CODE 4000-01-M

BEST COPY AVAILABLE

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
18th Annual Report to Congress
March 1992

INDIAN EDUCATION: WHOSE RESPONSIBILITY?
ED/OESE92-33